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ABSTRACT

This congressional hearing on reauthorization of the Elementary and Secondary Education Act concentrates on school-to-work transition. Testimony includes statements and prepared statements, letters, and supplemental materials from Representatives in Congress and individuals representing the following: Flint Roundtable, Michigan; Genesee Area Focus Council, Flint, Michigan; Glatfelter Insurance Group; School District of the City of York, Pennsylvania; George C. Marshall High School, Fairfax, Virginia; National Association of State Councils on Vocational Education; National Association of School Psychologists; and National Coalition for Advanced Manufacturing. (YLB)

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HEARING ON SCHOOL-TO-WORK TRANSITION

ED 369 913

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

ONE HUNDRED THIRD CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, DC, JULY 15, 1993

Serial No. 103–42

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CONTENTS

	Page
Hearing held in Washington, DC, July 15, 1993	1
Statement of:	
Austin, John, President, Flint Roundtable, Flint, MI; and Bill Donohue, President, Genesee Area Focus Council, Flint, MI	2
Bowman, Ann, Training and Development Administrator, Glatfelter Insurance Group, York, PA	19
Harris, Julia, Assistant Superintendent of Secondary Education, School District of the City of York, PA	21
Kaltenmark, Sharon, Director of Guidance, George C. Marshall High School, Fairfax, VA	23
Prepared statements, letters, supplemental materials, et cetera:	
Austin, John, President, Flint Roundtable, Flint, MI, prepared statement of	6
Beyer, Erik, President, National Association of State Councils on Vocational Education, Washington, DC, prepared statement of	54
Bowman, Ann, Training and Development Administrator, Glatfelter Insurance Group, York, PA, prepared statement of	20
Donohue, Bill, President, Genesee Area Focus Council, Flint, MI, prepared statement of	6
Gorin, Susan, Executive Director, National Association of School Psychologists, Silver Spring, MD, prepared statement of	49
Kaltenmark, Sharon, Director of Guidance, George C. Marshall High School, Fairfax, VA, prepared statement of	25
National Coalition for Advanced Manufacturing, Washington, DC, prepared statement of	53
Olver, Hon. John W., a Representative in Congress from the State of Massachusetts, prepared statement of	50

HEARING ON SCHOOL-TO-WORK TRANSITION

THURSDAY, JULY 15, 1993

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to call, at 10 a.m., Room 2175, Rayburn House Office Building, Hon. Dale E. Kildee, Chairman, presiding.

Members present: Representatives Kildee, Owens, Roemer, Green, Payne, Goodling, Gunderson, and Roukema.

Staff present: Susan Wilhelm, staff director; Tom Kelley, legislative associate; Mary Gardner, minority professional staff member; and Jack Jennings, education counsel, full committee.

Chairman KILDEE. The subcommittee meets this morning to continue the hearings on H.R. 6. This is our 19th hearing on H.R. 6, and a very, very important hearing, the reauthorization of the Elementary and Secondary Education Act.

Today we will concentrate on school-to-work transition.

If we are to compete in the complex world economy we must do a better job of preparing our young people for the workplace. Clearly schools have an essential role in this process. Both Secretary Riley at the Department of Education and Secretary Reich at the Department of Labor have made the issue of the school-to-work transition a high priority. One of the good things about the arrangement this year is that for about 16 years I used to suggest to each one of those Secretaries that they have at least one phone line between the Department of Labor and the Department of Education because they were not communicating well. But the present Secretaries of Labor and Education communicate very well and also have been friends for many years. So they recognize that this is a very important overlapping responsibility of the two Departments. I am aware that they have been working closely together and I look forward with them to put this bill together.

Today's witnesses will discuss how education can build that future. Before introducing our witnesses today I want to recognize the Ranking Member on both the subcommittee and the full committee.

A person whose credentials in education are—I won't even say sterling. I wrote a letter to him recently and said golden rather than silver, and a personal friend of mine, really Mr. Education in the Congress, Mr. Goodling.

Mr. GOODLING. Thank you, Mr. Chairman. I will take the silver and the gold. It really doesn't matter. I want to thank you for having the hearing today. We have some witnesses from York, Pennsylvania, and a program that is very exciting.

The Secretary of Labor knows all about the program because one of the employers involved happens to be my cousin and also happens to be a leading Democrat in our area. He made sure that the Secretary of Labor totally understood the program. So you will hear more about it today.

But I am extremely happy to have Dr. Harris with us. Dr. Harris is the Assistant Superintendent for Secondary Education in York, Pennsylvania. Her boss is not in the best of health at the present time, but we hope and pray for the right transplant, et cetera.

She will introduce those who are with her today and tell us all about a very, very exciting program. The area has been very good to my cousin. In return, he has been extremely good to the area, just giving back constantly. He has two programs going where he is giving an awful lot, one dealing with those who have been on welfare for two years.

He has gotten people to train and employ them. He is employing them himself and then he has this middle school program which he just thinks is wonderful. I won't go on about it because you have people out here who will tell you all about it.

I think it is a very important hearing. The transition, of course, is very, very important, unlike any time in our history. The transition really has to take place because as we know, 50 percent don't go on to some form of complete higher education and 25 percent of those who do don't complete higher education.

So, I think it will be a very interesting and worthwhile hearing. Thank you, Mr. Chairman.

Chairman KILDEE. Thank you, Bill.

Today's witnesses are Mr. John Austin, President of the Flint Roundtable in my hometown; Mr. Bill Donohue, President of the Genesee Area Focus Council, my home county. Ms. Ann Bowman, Manager of Human Resources for the Glatfelter Insurance Group, York, Pennsylvania, and Dr. Julia Harris, Assistant Superintendent of Secondary Education, School District of the City of York, York, Pennsylvania; and Ms. Sharon Kaltenmark, a school counselor at George C. Marshall High School in Fairfax, Virginia. My three children went to a school nearby, down the road at Langley High School. Fairfax County certainly has a very good school system.

We will start with Mr. Austin and Mr. Donohue. I think they will have joint testimony, and they will be recognized.

STATEMENTS OF JOHN AUSTIN, PRESIDENT, FLINT ROUNDTABLE, FLINT, MICHIGAN; AND BILL DONOHUE, PRESIDENT, GENESEE AREA FOCUS COUNCIL, FLINT, MICHIGAN

Mr. AUSTIN. Thank you. It is a real privilege to be here with you and other distinguished representatives.

My name is John Austin. I am Executive Director and President of the Flint Roundtable which is comprised of 60 CEOs of Genesee County area business, civic, education, higher education and com-

munity organizations, all dedicated to education improvement in our 21 school districts.

As you know, as America and Flint struggle to adapt to the new competitive realities of global economic competition, the urgency for us to revamp our workforce development system is increasingly clear. Nowhere is that challenge greater nor would I suggest the opportunity greater to build a highly trained workforce that can sustain high wage, high skilled jobs greater than in Flint, Michigan, the birthplace of General Motors. Flint is an archetype of both the old paradigm of mass production where backpower counted more than brain power, and is a symbol, nationally renowned symbol of the devastation felt by a community when the economic rules changed and global economic competition began to be felt.

We are happy today to be here to report that Flint is moving aggressively forward into a new area of economic competition, an area defined by a highly educated, highly trained empowered workforce and community.

A major part of our recent strategy for economic and community development in Flint has been an acknowledgment that education and training are the key variables in our economic and community future.

This has led to community organizing efforts around educational improvement, training, retraining that involve multisector organizations. The Roundtable is one of those efforts. Our Roundtable and community agenda has included, as you know, Chairman Kildee, attention to integration of health and human services often through and with the schools so young people are ready to learn in school, the attention and serious work toward systemic K–12 reform as well as an aggressive effort in improving school-to-work transition for young people, the topic of today's hearing.

We have made much headway in building the school-to-work system in Flint, in Genesee County and we will share a few examples of our successes as well as issues we have confronted as we have promoted and developed this agenda and some of the implications for these issues for the work of building school-to-work systems nationally.

Let me turn to Bill Donohue to give you a bit of the history and context of how we got to where we are today in Flint.

Mr. DONOHUE. Thank you, John. Chairman Kildee, congressmen, ladies and gentlemen of the House Committee on Education and Labor, I thank you for the distinct pleasure of addressing you. It is indeed an honor.

My name is William Donohue. I am President of the Genesee Area Focus Council, a business executive leadership group concerned with the economy and quality of life in Flint, Genesee County, Michigan. It is totally funded by membership dues.

About four years ago the Focus Council, following the lead of several national commissions and reports, investigated the local K through 12 educational system with a view toward forming a partnership with the Flint Community School District and eventually with all 21 school districts in Genesee County.

After six months of interviewing hundreds of people within the district, we published an internal report that concluded that the system was really not competitive with European and Asiatic sys-

tems, required basic systemic change and constituted actually a serious threat to the economy and the very existence of the Flint community.

We decided also that the highest and best use of our resources would be to help school districts organize school-to-work systems. With much help from Congressman Kildee and the Federal Government, a broad-based community partnership called the Flint Roundtable was formed. The Focus Council was given the task to pursue the Roundtable's school-to-work goal through an employer panel.

The vision we brought to the panel of educators and employers was that all students in Genesee County should be able to explore career options throughout their school years. They should be able to relate their classroom instruction to real world demands of the workplace. They have a strong economic need to manage their educational program and achieve self-sustaining employment upon graduation.

The last three years the combined staffs of the Roundtable and the Focus Council have worked with educators at all levels, from kindergarten to fourth year of college to construct career paths. Through those efforts career paths are emerging in manufacturing, financial services, health care within all 21 school districts, our votech center and five area colleges.

Many challenges remain, however. Deindustrialization, as John has said, has occurred in Flint in advance of the rest of the country and, frankly, brought with it a plague of poverty on our children. Education exists within a culture of independence and even at times isolation.

In other nations three significant groups of adults, parents, educators and employers combine forces to transmit their values to young people.

In America, the kids often play us off, one against the other, and form their own culture largely absent of adult influence and values. There is, I am afraid, a lack of coherent national educational vision strategy and standards.

Your bill does much to address that issue. Inconsistency and inequality of school finance is another problem. The education of teachers and administrators is often stuck in yesteryear unable by and large to accommodate students' needs or to manage change. The superintendent of the Flint School District, however, Dr. Nathan Burtley, is a notable exception and one very significant reason why the Roundtable has been so successful.

These are but a few of the challenges to creating a world class system in Genesee County as well as in America. But there are some positive and surprisingly exciting examples around the country and in Genesee County of successful adaptation. Peter Jennings, in a recent ABC report, examined creative approaches to making education motivating for children. He found many excellent examples of effective instruction and structural change going on all over America. And he concluded, "We as a Nation do know how to do it." Perhaps the biggest challenge is how we keep education at or near the top of the Nation's agenda.

I suggest for you a study of what is happening to our youth age 14 to 30 and would show extensive and severe problems within this

group. Keeping our children in enforced adolescence, that is without meaningful jobs and roles in our society throughout most of their twenties, will invite all sorts of aberrant behavior.

I suspect that the American public might wake up in horror and demand action of all of us if they had the facts.

Again, I wish to thank you and welcome the opportunity to continue our discussion this morning.

[The prepared statements of Messrs. Donohue and Austin follow:]

From School to Work

Ensuring our young people succeed in a changing economy

Ensuring our firms have the skilled work force they need

Testimony submitted to US House of Representatives
Education Subcommittee of the Education and Labor Committee

By: John Austin, President, Flint Roundtable
Bill Donohue, President, Genesee Area Focus Council

July 15, 1993

Summary

As America struggles to adapt to the new competitive realities of a global economic marketplace, the urgency to revamp our workforce development system has become clear. In an era when human capital is perhaps the only relatively immobile factor of production, and a key comparative advantage in maintaining and building high value-added industries, the skills and adaptability of our Genesee County workforce are of prime importance to our economic future.

Nowhere is the challenge, and opportunity to build a highly trained workforce that can compete and sustain high-skill, high-wage jobs greater than in Flint Michigan, the birthplace of General Motors. Flint is an archetype of both the old paradigm of mass production built on backpower, not brainpower; and a symbol of the devastating impact felt by a community that depended on the old economic rules when those rules changed and the effects of global economic competition began to be felt.

We are pleased to report that Flint and Genesee county are moving aggressively forward into a new era of economic competition, an era defined by a highly educated, highly trained, empowered workforce and community, that can manage, produce and provide goods and services of high value in the global economy.

A major part of our recent strategy for economic and community development in Flint has been an acknowledgment that education and training are the key variables in our community's economic future. This has led to community organizing efforts around educational improvement, training and retraining that involve business, labor, government, higher education, community organizations and K-12 education sectors. Our community agenda has included attention to integration of health and human services so our young people are ready to learn, systemic K-12 educational reform, and an aggressive effort at improving the school to work transition for area young people -- the topic of today's hearing.

The Flint Community identified education reform, and school-to-work transition in particular, as key areas of focus, in response to now increasingly accepted evidence both locally and nationally, that the US maintains an educational system fundamentally isolated from the fast-changing demands of the workworld, and has made only fragmented, marginal headway in building a

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system that affords an opportunity for young people to learn about and prepare in an organized way for high-wage, high-skill careers.

In the context of this glaring gap in our education and social system, and our local efforts to do something about it, we in Flint are extremely supportive of national initiatives and proposals that promote and support the development of a national school-to-work system.

We have made significant headway in Flint and Genesee County in building such a system, and will share with you some examples of our successes, issues we have confronted as we have promoted this agenda, and the implications of these issues for school-to-work system-building nationally.

The Problem

As we see the world from Flint, we see competitor nations that have a goal of nurturing high-skill businesses; firms whose products earn a premium in the global marketplace, and therefore can pay high wages to workers. European and Asian societies more explicitly orient their education policies to serve these economic development ends. These countries are beating the U.S. to the punch. Real wages for front-line workers in the U.S. have fallen from an average of $380 week in 1969, to $335 a week in 1989, while our competitors' real wages have improved. While Japan and Germany have seen productivity grow 100-400%, U.S. productivity growth has lagged behind. Our education and training policies must be more closely integrated with workplace demands -- demands that are increasingly complex, requiring new "basic" skills, and increased technical training on the part of new entrants and current workers.

The evidence of the disconnects we face between education and the workplace is compelling in Genesee County, Michigan, and had much do with prompting our local efforts to organize to change the school-to-work dynamic.

Nowhere is the challenge of maintaining high-value added industries, and nurturing the workforce that can sustain them, more acute than in Michigan, and Flint in particular. Flint is one of the historic homes of some of America's highest-paying manufacturing jobs -- and the site of dramatic and ongoing restructuring in automotive and related industries. Nowhere is the "hangover" from an era of Taylorist mass-production -- where a high school diploma could get you a high paying job -- more severe. The challenge in creating a culture of intense and lifelong skill enhancement is tremendous.

Our local firms, in both service and manufacturing, are moving faster and faster to adopt an internationally competitive "high-performance" work organization, assisted by our local economic development efforts which are focused on helping our native firms make the transition to a globally competitive posture. Making this transition includes attention to, and changes in: the organization of work, use of technology, upgrading the skills and abilities of current workers and managers, and building a local educational system that can support the devc' ·nment of the next generation of highly skilled workers, managers and entrep· ·neurs.

Local leaders in business and education are seeking ways to fuel this transformation through workforce development strategies that tie together the fast-changing skill needs of firms, with the institutions -- schools, colleges, universities, and training providers -- that are available to meet these changing demands.

The realization that we have come to is that if Genesee County is to build a future economy that provides good-paying jobs, we can't afford to keep in place the same education and training system.

This system does not work for either students or employers:

- One-fifth of our high schoolers in Genesee County dropout every year, and as many as 35% in some districts, in part because they see little relevance in education.
- 35-40% of our high school graduates try to enter the labor market, prepared only with a high school diploma that means little or nothing to employers;
- Even though our system is "college-prep" oriented, only slightly over 50% of our high schoolers go to a two or four year college, and less than 30% of our students ever successfully complete a post-secondary training program, or receive a degree;
- Only 4% of our area high schoolers have a "co-op" opportunity -- a chance to link workplace learning with academic preparation. And most of these "co-ops" are in fast-food restaurants;
- 75% of our young people receive high school diplomas, but many lack basic skills (for example, 10-20% of freshman at UM-Flint need remedial courses in math and english -- up to 50% of students at Baker and Mott Colleges -- 2 year schools need remedial courses)
- Employers generally don't hire young people out of high school or even college -- lacking credible evidence of good work habits and marketable skills. The average age for new employees entering good jobs is 25-30.
- Anecdotal accounts tell us of increasing numbers of college educated young people from our area, armed with 4-year degrees, who are coming back to Mott Community College for a technical training program so that they can get a job.

Young people in Michigan and Genesee County do not know how to crack the mysteries of the job market. And they do not get much help. The tragedy is that there are some good jobs currently going unfilled in our community, even with high levels of unemployment -- technically trained medical professionals in area hospitals and health providers are in demand; designers, engineers and skilled tradespeople even as production activities are consolidated at General Motors; skilled machinists and electricians at smaller manufacturing firms, new types of financial service professionals at area banks, brokerage and financial service houses.

A study of area firms by the University of Michigan-Flint showed future occupational needs in several key growth sectors, and the likelihood of significant replacement of workers in many key sectors, particularly manufacturing, as our older workforce reaches retirement age. But our local educational system does little to orient young people towards these or other future occupational possibilities.

Our system has failed to connect what employers need, with what young people have to offer. The result for students is frustration, boredom, and too often, failure. The result for many of our employers is the lack of a cadre of entry-level workers ready and able to enter the new work environment.

Integrating School and the Workplace -- History and Context of our Local Efforts

In the old workplace, or the "Taylorist" mass production environment, workers were often treated like machines -- asked to do simple tasks over and over. Clearly this was the case in Flint and the General Motors auto production environment that dominated the local economy for the past 50 years. Our community relied on this "safety valve" for unskilled workers. Parents and educators could always shunt the non-achievers (the non-college bound) to opportunities at the plant. The result was that educators, along with parents and students, resisted linking education too closely with a workplace that did not nurture or appreciate complex thinking skills, nor provide opportunities for personal growth and lifelong learning. As a result, vocational education and technical training were demeaned -- viewed as a dumping ground for kids who could not make it in the liberal arts-based college and professional oriented program.

Well, the old workplace is disappearing fast, especially fast in Flint and Genesee County. This change, a change to a "high performance" work environment is unfolding as we speak at General Motors and throughout our employer community. What is often not understood is that the changes in work at GM and other employers is leading to a convergence of the skills and abilities demanded by employers with those desired by educators, parents, and others who care about the intellectual nourishment and "well-roundedness" of a young person's education.

Today, in a growing number of workplaces, employers need motivated, versatile, well-educated individuals with skills in communication, teamwork, problem-solving, leadership, and analysis. Workers who are associates and partners with management in organizing, directing, and ensuring quality in a customer-driven production and service environment. Workers with a strong base of complex higher-order skills, and increasingly high levels of technical facility in their areas of specialization. Individuals who can adapt to changing technology, and change job roles and careers several times during the course of their lives.

But, we have left in place the same educational system.

A system that mass produces learning, through "time in seat" work and standardized tests. A system that waits until young people leave school, or college, before introducing them to the dynamics of the real workplace. A system that helps the motivated, college-bound, and those with "special needs", but ignores, or gives up on the middle 70% of the student population.

As the bipartisan National Commission on the Skills of the American Workforce said in their 1990 report, "America's Choice: High Skills or Low Wages!":

> America may have the worst school-to-work transition system of any advanced industrial country. Students who know few adults to help them get their first job are left to sink or swim. Because employers have not set training standards, few students can be sure that there is a market for the courses they pursue.

This fact has become increasingly clear in Flint and Genesee County, and has led directly to our efforts to better connect the skills and preparation employers need with the educational experience of our young people.

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Numerous studies and analyses' detail and bemoan the historical gulf that exists between school and the workplace (ETS: From School to Work, The Neglected Majority, Workforce 2000, etc.). Education in America for most students is divorced from active engagement with the applied skills needed in the workplace, and planned preparation for work. This is in sharp contrast to competitor nations.

According to Bill Daggett, of the International Center for Leadership in Education -- who spoke recently in Flint to county educators and employers -- the European community and Asian nations are moving now to increase requirements for all students in broad skill and subject arenas essential to the new workplace. Up to four years of applied physics, four years of technical reading and writing, and four years of applied math focusing on measurement, statistics and probability, are the norm in these countries.

In Germany, 70% of the future workforce is engaged in structured apprenticeships while in high school -- apprenticeships that connect classroom learning to applied work tasks, and open doors to high-skill, high-wage future employment opportunities. And as we learned from visits to and from representatives of the German dual-system, there is much more flexibility to change "tracks", and indeed it is increasingly common to see the apprenticeship, university, and technical college pathways blending together more than is commonly believed by critics in this country.

Our U.S. system is neither revamping curriculum to reflect new workplace demands, nor building in opportunities for students to marry applied learning to traditional study of theoretical or "academic" disciplines.

Our "system" relies on outdated proxies to link schools and the workplace. Young people go through high school and college and get a diploma -- a diploma that is supposed to mean something to employers. But employers can't bank on the diploma to tell them anything really useful about skill levels. So they rely on other proxies: age, marital status, experience in a number of other jobs, their own employment tests -- before they risk hiring. And they still don't get recruits with the attributes they need.

Meanwhile, the number of jobs for "unskilled workers" is decreasing rapidly, while the number of jobs requiring complex and specialized technical training is increasing. In 1950, 60% of occupations could be filled by "unskilled" workers. By 1995, that percentage will have shrunk to just 15% -- with positions requiring technically trained workers increasing to 45% of job occupations, and professional preparation and degrees making up the other 40% of the workforce.

Flint is not divorced from these national trends. Our employers are setting increasingly higher standards, and creating a work force whose mix of skills and education needs to be much higher than it was 30 or even 5 years ago. By the year 2000, 52% of all jobs will require one or more years of post-secondary technical or professional training; but right now less than 30% of Genesee County young people graduate from a technical, associates, or baccalaureate degree program.

Most of our students, and teachers for that matter, are still cut off from these changes. Education for the vast majority of students (the now infamous "Forgotten Half") is unmotivating and irrelevant -- lacking connection to any real opportunities or expectations in the labor market.

A lucky few get good co-op work opportunities while in high school (only 700 students out of 20,000 high schoolers in Genesee County). Locally, the quality of co-ops various tremendously; most are at fast-food restaurants.

Our current education system fails most students; the exceptions being the elite college-track students, who move successfully into the professional ranks, and the tenacious and lucky technically oriented student who puts up with being viewed as a "second-class" citizen in order to pursue a technical education leading to marketable skills.

As the recent report of the Michigan Commission on Career and Technical Education put it:

> "We must redefine the purpose of education. The central purpose of our education system must be to provide *all* students with the education, skills and training needed to enable them to make a seamless transition from high school to further education and the world of work."

How do we do better? The Genesee County Experience

In Genesee County we are organizing our employer community to articulate clearly how local education and training institutions can help meet the demands of the "new workplace". Then we are working together -- employers, schools, and post-secondary institutions -- to meet those demands.

Genesee County has not waited for state and national leadership, but has organized itself for comparative advantage in a very competitive world marketplace. We are putting in place a workforce development system, in particular a school-to-work transition system, that will fuel our economic growth, and enable Flint area young people to prepare for good job opportunities in the area, or around the world.

Our employers are demanding a different set of basic skills from all workers, and a more specialized set of skills for particular occupations. As we began our efforts several years ago to improve the school to work transition in our community we took two tracks:

1) Set and integrate a much higher threshold of generic skills into the academic preparation of all our young people, and;

2) Develop integrated career paths, or career ladder programs in broad occupational clusters, that span secondary and post-secondary education, on to the workplace

As we began our work we convened employers, and educators around these two goals. In dealing with the former, we examined employability skills frameworks that had previously been developed, and took as our starting point the Secretary of Labor's Commission on Necessary Skills (SCANS) as the most appropriate skill framework -- as determined by our local employers. SCANs defines key skill arenas:

Foundation skills in:

- Basics: reading, writing, mathematics, speaking, & listening
- Thinking skills: problem-solving, reasoning
- Personal qualities: self management, responsibility

Underpinning five competencies:

- Resource management
- Interpersonal skills
- Information management
- Systems understanding and management
- Technological facility

We modified this framework based on local employer needs and expectations and developed examples of how these skill sets could be developed and represented by students to employers. Working with area schools districts, we have encouraged the infusion of these skills into the outcome setting, curriculum planning, and student portfolio development process -- now required for all secondary school students in Michigan.

Area employers are active in articulating the extent to which these new skills are essential in their evolving workplaces. Employers are working with school districts as they engage in their own school improvement process to integrate these higher-order generic competencies into curriculum for all students.

In addressing our second and complementary school to work agenda -- the development and spread of structured career paths programs in broad occupational clusters, we organized processes that would lead to a growing network of career path programs in key economic sectors. We pulled together employers, higher educators, K-12 and vocational system working groups in manufacturing, health care, business and financial services, and in government/public service. We fostered new awareness of models for school to work transition (tech-prep, career academies, youth apprenticeship). We involved teachers, employers, and administrators from all levels in examining these models, as well as local employer needs and job opportunities.

Our explicit goal was to nurture the development of the strongest variants of school to work transition we could possibly muster -- initiatives that combined many or most of the following elements in an organized way for a growing strata of school students:

- combine academic and "work-based learning"
- provide a clear continuum of course and experiential activities from secondary through post-secondary education--on to the workplace, a "structured ladder of career advancement"
- provide mechanisms and forums for employers to clearly define to schools and higher education institutions the competencies they require of successful employees-- driven by the long-term workforce skill needs of high performance firms
- lead to a degree, credential or skill set that is accepted in the labor marketplace
- career pathways that are diverse, flexible, and accessible to a wide variety of students
- built on formal and durable partnerships between schools, employers, and technical and postsecondary institutions
- involve support services such as counseling, and career planning, and career exploration early in students career, preferably beginning in elementary and middle school

- integrate academic and vocational education, in more powerful "applied learning"

We sought and are increasingly successful in developing broad scale investment from employers and educators in the development of these initiatives. We have stated and acted on the premise that the development of strong school to work programs involves a real quid pro quo between area firms and educators. Firms are being asked to buy into much more organized and structured youth development initiatives, that involve them in content development and worksite learning. In return, educators are being asked to revise content, curriculum, course progression, school organization, and create new interdisciplinary frameworks for implementing career path programs.

We are also trying hard through the Roundtable to fold together existing streams of funding and policy agendas that can be used to build school to work into the mainstream of the educational experience. This includes steering tech-prep, vocational, JTPA, and other funding sources into the development of these school to work initiatives.

The result today is that Genesee County has an increasingly comprehensive gameplan for the development of structured career paths within the school systems of the county to improve education and better connect with career and workplace demands. This effort pulls together employers, our higher education institutions and the school systems, along with funding streams from tech-prep, JTPA and other sources to support development of structured school-to-career initiatives in manufacturing, health care, financial/business services, public service and other career areas. Youth apprenticeship, career academies, and tech-prep models are being promoted and adapted to meet the needs of our local situation.

A manufacturing career path consortia, AMTEC (Agile Manufacturing Technology Education Consortia) involves all 21 school districts, higher education and vocational schools, GM, UAW, and local employers in the implementation of manufacturing career paths county-wide. These manufacturing career paths build on our strong base and economic development agenda linked to high-value added manufacturing and supportive service industries, and tie together existing programs with new developments in a comprehensive manufacturing oriented career preparatory initiative.

This initiative already includes several proven programs for particular occupational niches -- including the MTP program (Manufacturing Technology Partnership) oriented towards skilled trades preparation (awarded a US Department of Labor Youth Apprenticeship grant), and Project Draft, an integrated CAD/design program -- proven successful in Oakland and Macomb Counties of Michigan, which have similar concentrations of auto related design firms, and spearheaded locally by Mott Community College locally.

Best-practice Health and Financial Services career paths are being developed in our major high school and vocational systems, tied directly to employer and higher education demands and programs. For example, our area vocational center, the Genesee Area Skill Center (GASC) had a long-standing "Careers in Health" program that involved class work and work-based learning, for 11th and 12th graders. Through our efforts, additional hospitals are partnering with the GASC, and the program is developing new articulation arrangements with area post-secondary institutions, and more aggressive marketing and outreach.

Similarly, business and financial services vocational programs in several area high school systems, are being expanded towards a career academy model -- integrating mainline academic courses into the program, involving employers in

77-916 - 94 - 2

development of course content and work-based learning experiences, and connecting these programs with offerings at higher education institutions. A consortium of school-linked community service initiatives has also been developed to add quality and content to community service and service learning activities in the county.

While we have made much headway, we have much to do. The most fundamental challenge is to truly build a system that integrates school to work initiatives into the educational mainstream. Such a system will require new attitudes and behavior on the part of employers, students, parents, teachers and community leaders.

In fact, we have found that an essential ingredient in developing school to work initiatives is persuading the affected constituencies that such an agenda is both essential and desirable. Essential if we are to keep and create jobs, and enjoy a quality of life in the Genesee County community. Desirable as a means to promote more profound learning and understanding on the part of students, no matter what career they pursue.

Our broad scale efforts at public education in Genesee County, through the media, school and parent meetings, among many means, are an essential component of our efforts. Working with the Public Agenda Foundation, we are continuing a campaign called *Crisis in the Workforce*. A campaign dedicated to helping the community understand the urgency of educational change, and the directions we must take -- including building a better school to work transition system -- if we are to compete in the global marketplace.

School to Work System Building

As indicated, we are very supportive of national and state efforts to build a strong school to work system that can complement and support our local efforts. Some specific comments relative to the concept being proposed by the Administration in this regard include:

- We are very supportive of content of the Administration proposal, matches very nicely with our local agenda -- integrating school-based and work-based learning, creating a career-oriented course progression, and articulation, providing support services such as counseling and career exploration, and seeking to integrate academic and vocational programming.

  We clearly believe work-based learning components mean a stronger program, but this requirement is very difficult to realize without faster private sector changes (or incentives to drive change) that help firms see work-based learning for young people as a strategic way to build their future workforce. In other words many firms will participate in a new style school to work program, not out of their selfish interests, but out of goodwill and a desire to change education. Self-interested and goodwill combined however, are the most powerful levers for change.

- We are somewhat concerned about the extent to which states will or will not do what we believe they should and must-- i.e.; use new dollars and federal agenda to wrap together money and agenda already flowing through
  - tech-prep
  - vocational programs
  - JTPA youth
  - apprenticeships and other programs;

to promote a unified approach to school to work transition, both state wide and locally.

We cannot afford another disconnected initiative that has only marginal impact on the existing systems. If this were to happen the federal "venture capital" could get segmented and the effort evaporate after several years.

- We are concerned about where the proper level of federalism for skill standards and credential development resides. In building school to work programs, our bias is to build local (labor market) systems that tie partners together in real ways, but guarantee program completes have state or nationally recognized degree, credential or skill award that is transactional; i.e. helps get a job in labor market. The labor market in this sense can only be a national one.

- If we are to have a national school to work "system", we should have both common substantive as well as organizational elements to programs across states and localities--including governance. Here the insistence on a common frame for regional labor market consortia (Labor Markets Boards, Super-PICS, LEA's) etc.--will ensure this does not become just one more totally scattered initiative.

- Vanguard communities such as our own that have a system to move school-to-work forward should not have to wait on the state, but we endorse the reserve of significant dollars for states--if they show how they will use existing funding streams more effectively to support the school to work agenda.

Building a true school to work system will require significant will and longterm commitment at all levels. Locally we have done our best to develop such a system -- so our young people learn and succeed and our local community thrives. We believe such a system requires serious changes on the part of all the key stakeholders in education. As we have defined our goals, we see the nature of the changes as follows:

Employers must:

- Implement "high-performance" workplaces in their organizations, workplaces that seek competitive advantage through quality and service, and that require highly skilled personnel;

- Make workforce development a part of company strategic thinking and planning. This means anticipating workforce skill needs of the future, and partnering with local education and training institutions to meet those needs. This means making continuous education a requirement of ongoing employment;

- Agree to help define "baseline" or threshold skills you want to see the K-12 system instill in students. Agree to use a "portfolio" or similar mechanism representing those skills in hiring and interviewing;

- Define the particular skills and education preparation required by your organization. Set standards, and work with area education and training institutions to create career pathways (including co-op, apprenticeship, internship, and externship positions) for students from high school, extending through post-secondary institutions.

Schools and Higher Education must:

- Accept preparation for work as a major role of education;
- Set threshold outcomes/competencies required for success in our economy, in conjunction with employers. Integrate academics with skills needed for the workforce. Create applied contexts for learning and career exploration with employer assistance;
- Revamp instruction and curriculum to achieve internationally benchmarked standards in skills mastered. Develop a common portfolio of achievement and outcome standards;
- Restructure school organizations for "high-performance": decentralizing decision-making, focusing on meeting high standards and outcomes for students, continually training and retraining staff;
- Provide user-friendly information concerning success in meeting performance goals, and in successfully moving students from school to higher education and work.

Parents and Community must:

- Support school systems that adopt international standards and reorganize to attain same, while providing career pathways through the educational system to the workplace;
- Become knowledgeable of the nature and demands of the new workplace and economic changes;
- Mentor and guide children through active exploration and education towards career goals.

We'll know we've arrived in Genesee County and the nation when:

- The classroom resembles the 'New" workplace;
- Employers hire well-prepared youths coming directly from high school and college;
- Employers invest resources in student preparation activities and other school related activities;
- Employer and higher education institutions use school graduation portfolios as standard hiring and admissions practice;
- The majority of youth of all classes and races achieve at a level sufficient to attain self-supporting work;
- Employees return to school throughout their work lives to reeducate themselves.

Working together, we can create a better system of linking our educational system with the real demands of the labor market. This can only increase the opportunity our young people have to work and prosper in Genesee County.

Working together, Genesee County is breaking new ground as a leader in creating a functioning workforce development system -- giving us a leg up in a competitive international marketplace.

Our people, our children, are the only resource that can't be easily transported or replaced. It's time to make our "people system" second to none.

Mr. AUSTIN. If you will indulge me for a few more moments, Mr. Chairman, perhaps I can talk more specifically about where we are in Flint in school-to-work and what we are learning from that. As Bill indicated, we are organizing our employer community in particular to articulate clearly how local education and training institutions can meet the demands of what we call the new workplace.

We are seeing General Motors and our other local employers are moving to a different type of organization, a high performance work organization that is demanding a different set of basic skills from workers as well as more specialized sets of skills for particular occupations.

As we began our efforts several years ago to improve the school-to-work transition system, we moved on two tracks. One was to set and integrate a much higher threshold of generic skills into the academic preparation of all of our young people, and two was to develop, as Bill indicated, integrated career paths or career ladder programs in broad occupational clusters that span secondary to postsecondary education on to the workplace.

I might also add that they are backed into elementary school in terms of building career information activities. To meet goal one in terms of infusing a higher generic skill set into all academic areas, we gathered local employers and had them look at skill frameworks. They embraced the SCANS report, the Secretary's Commission on Necessary Skills Report, as the closest set of skill set to what they thought they wanted.

Then they went further and modified that framework based on their own needs and expectations, developed examples of how those skills sets could be developed and represented by students, worked with area districts to infuse those skills into the outcome setting, curriculum planning and student portfolio development process, which as you know, Chairman Kildee, is now required for all secondary school students in Michigan, a student portfolio.

Our employers are continuing to work with schools to integrate the higher order generic competencies that they need into the curriculum for all students. More specifically, in addressing our second and complementary school-to-work agenda, the development and spread of structured career path programs in occupational clusters, we organize processes that brought together higher educators, employers, K–12 and vocational system representatives in the areas Bill indicated, manufacturing, health care, business services, government and public service as well.

We fostered new awareness of models that are current in the country and the world for how to do this school-to-work transition, tech-prep, career academies, youth apprenticeship. We involved teachers, employers and administrators from all levels in looking at these models, as well as looking at what do our local employers need in terms of skills and what job opportunities and job mix do we have available locally.

Our explicit goal was to nurture the development of the strongest variants of school-to-work transition we could possibly muster that combined as many of the key elements as we identified them. I won't run through all the elements that we articulated together, but that clearly attempted to combine school-based and work-based learning, that provided a clear continuum of courses and experien-

tial activities from secondary to postsecondary education, that did lead to a degree, credential, or skill set that was accepted or marketable in the labor market, that involved support services such as counseling, career planning and career exploration early in the student's career and that integrated academic and vocational education into more powerful applied learning.

We have stated and acted on the premise that the development of strong school-to-work programs involved a real quid pro quo and give and take between firms and educators. Firms are being asked to buy into much more organized and structured youth development initiatives that involve employers in content development, academic content development and worksite learning.

In return, educators are being asked to revise content, curriculum, course progression, school organization and create new interdisciplinary frameworks for implementing career paths.

The result is that today we have an increasingly comprehensive game plan in Genesee County for the development of career paths. Just to pick a few examples, our manufacturing career path consortia, the Agile Manufacturing Technology Education Consortia, involves all 21 school districts, higher education and vocational schools, GM, UAW, and local employers in the implementation of manufacturing career paths countywide.

This umbrella initiative already includes several proven programs for particular occupational niches, including the manufacturing technology partnership program which is a skilled trades preparation initiative that has been recognized nationally and Project Draft, an integrated CAD design program that other communities in Michigan have done.

We are developing best practice health and financial services career paths in area high school and vocational systems. As another example, business and financial services vocational programs in several high schools are being expanded toward a career academy model that integrate mainline academic courses into the program involving employers in development of course content and work-based learning experience and connect these programs to higher education.

Let met try to quickly come to a close here by highlighting just a few implications for the national discussion. We are very supportive of national and State efforts to build a strong school-to-work system. We have seen and are very supportive of the concept that the administration and that you all are working on as it seeks to integrate school-based and work-based learning, to create a career-oriented course progression and articulation with postsecondary education, as well as provide support services such as counseling and career exploration early in the student's career and that clearly seeks to integrate academic and vocational education in a new synthesis.

We are strongly supportive or will be most excited about the creation of a true system that does seek to integrate existing streams of money and agendas from vocational and mainline educational programs, together with the school-to-work ideas into a system so that the school-to-work agenda does not become another piece disaggregated from the whole of education.

We have seen that working on this agenda requires real changes in attitudes on the part of all stakeholders and new commitments.

Just to highlight a few key ones which I am sure we will have a chance to talk about in the questions, employers have to make workforce development a part of company strategic thinking and planning. Schools and higher education must accept preparation for work as a major role of education and must integrate academics with skills needed for the work world and create applied context for learning and career exploration with the help of employers.

Finally, we must help and are attempting to help the parents and community to become much more knowledgeable about the nature and demands of the new workplace. As you know, GM in Flint is an example. That workplace has changed radically even while it has downsized, so that the work environment there is fundamentally different than it was 10 years ago. Our community does not know that to the extent they must. We have to help them understand that and the implications for the education of their kids if we can sustain high wage, high skilled jobs in Genesee County.

The parents and the community must be sold on school-to-work and must appreciate it as being consistent with going to college and postsecondary education, because you cannot get to work these days without some higher education or some technical training.

Finally, we are excited in Flint, obviously, about breaking some new ground and creating a functioning workforce development system. We are delighted to be here. We will be happy to talk more in the questions. Thank you, Mr. Chairman.

Chairman KILDEE. Thank both of you for your testimony.

Ms. Bowman.

STATEMENT OF ANN BOWMAN, TRAINING AND DEVELOPMENT ADMINISTRATOR, GLATFELTER INSURANCE GROUP, YORK, PENNSYLVANIA

Ms. BOWMAN. Good morning. I am an associate of the Glatfelter Insurance Group in York, Pennsylvania. York is a city of approximately 45,000 people. Unfortunately, 23 percent of adults in the City of York are without a high school diploma; 14 percent of adults have less than a ninth grade education; as of January 1993, our local unemployment rate is over 10.7 percent and 10,395 adults receive cash public assistance in York County. As a result, developing a partnership with the School District of York became a priority of our organization. With the shrinking workforce, we cannot afford to have our city's youth become part of these statistics.

Two years ago, the Glatfelter Group agreed to take the lead in assisting the school district of the City of York in the development of a pilot school-to-work transition program. The company hired an educational consultant team, the Hostetter Group, to work with the district staff in the development of Project Connections. This project was then implemented this year in a sixth grade class.

During the year, 50 randomly chosen average and below sixth grade students participated in the program. These students reflected the racial balance of the School District of York. The organization of learning emphasized connections between subject areas of study and among study, work and service. Emphasis was placed on integration of the skills and related field experiences in businesses

and community agencies. The project objectives are for each student and I emphasize that, each student, were as follows: One, to learn the concept of the work; two, see that learning and changing are part of productive living and working; three, acquire the skills and attitudes required to learn, grow and change; four, experience the application of schoolplace, workplace and communityplace values, work ethics and responsible decisionmaking; and five, experience the application of knowledge to and from the schoolplace, workplace and the communityplace.

The results have been impressive. Ten percent of the students made honor roll in the first semester and 20 percent made honor roll by the final marking period. The significance of this accomplishment can best be underscored by telling the success story of one young woman in the program.

This young woman shared the story with me one day as I visited the class and we were walking out the school. This young woman's name is Janice. In the prior year Janice had failed sixth grade. She failed not because she lacked the ability, but rather she failed because she did not attend school and she did not attend because she did not see any relevance to it. She didn't see any need for it.

This year she made the honor role. The reason she said she made the honor role was because, when she came to class and she came to class, her attendance was excellent. She came to class because she understood how what she was learning related to what she was doing and what she would be doing in the future and why she needed to do it. So the relevancy was there.

Many of the students test scores show a dramatic increase in problem solving, synthesis (the ability to look at the overall picture) and reading comprehension. In addition, students completed their work, showed confidence and displayed a positive outlook toward their own futures.

Project Connections has enabled teachers, students, parents and partners to grow and change together. This type program must begin in the middle school years when inquisitiveness and optimism have not yet become extinct. America must make positive connections for the students with the schoolplace, workplace and communityplace. Mr. Glatfelter believes that individuals, people, and community are one—we must learn to give back to the community that nurtured us.

Chairman KILDEE. Thank you very much for your testimony.

[The prepared statement of Ms. Bowman follows:]

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The year before she was placed in Project Connections, she failed sixth grade. One of the reasons she failed was her lack of attendance. This same young lady is one of the students who made honor roll. Not only did she attend school, she worked hard and made all As and Bs. Learning became relevant to her.

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Chairman KILDEE. Dr. Harris.

STATEMENT OF JULIA HARRIS, ASSISTANT SUPERINTENDENT OF SECONDARY EDUCATION, SCHOOL DISTRICT OF THE CITY OF YORK, PENNSYLVANIA

Ms. HARRIS. Good morning. My name is Julia Harris. I am the Assistant Superintendent for Secondary Education in the school district of the City of York, York, Pennslyvania. I appreciate this opportunity and deem it a privilege to be here to address this committee on the following educational needs: First, school-to-work transition programs in the middle school; second, economically disadvantaged students' exposure to the world of work; and third, partnerships between private industry and school districts.

The current generation has a need for school-to-work transition programs in the middle school. We cannot assume that students will commit to training programs in their high school or undergraduate years if their goals do not include the world of work or if they have not been exposed to what work is. Family discussions about the day's activities at school and work no longer take place around many of America's dinner tables. In fact, the evening sit-down dinners have given way to a zap of the microwave and the swing shift where parents meet, speak, say where the dinner is and move on to jobs to keep the American dream alive. Public media, teen magazines and the music industry distort the everyday world and many of our students believe all that one needs to become successful is the right pair of sneakers or the right soft drink. If the schools are to be successful in preparing students to be productive citizens in the future, the schools must assist the students in developing a frame of reference on which to base real choice and real goals.

The second issue, the need for economically disadvantaged students to experience exposure to the world of work is very clear in my district. We have a racially diverse population, 59.8 percent of which are enrolled in the free and reduced national lunch program. Children living in poverty have just as many natural talents and abilities as those living in affluence. Poverty, however, is a barrier to entrance into the world of work. We cannot ask children to dream if we do not give them the exposure to the "stuff" dreams are made of, and we cannot wait until children are adolescents before we give them the knowledge to dream of a secure future.

The third need is that of a partnership between schools and private industry. Schools can teach the basic educational skills but until students see the relevance of learning skills, the skills have no value.

There is an African proverb that says it takes a whole village to teach and educate one child. We then, the entire community, must take ownership in preparing our youth for tomorrow. The school district of the City of York entered into a partnership with private industry in York and developed the Project Connections Pilot Program. Fifty randomly selected sixth graders at Hannah Penn Middle School took part in the program. Forty-one percent were African-American; 21 percent were Latino-American and 38 percent were Euro-American. In addition, approximately 69 percent of the students were economically disadvantaged.

The two Project Connections teachers altered traditional instructional methods and children were taught subject material in integrated units. Each unit related to a real work situation and the students problem-solved by applying researched information from all of the basic subjects. In addition, the students visited worksites and received mentoring from members of the private industry. The students participated in a two-day business exposition, presenting and describing services and products to visitors. Project Connections students received academic and emotional support from their teachers, peers and the mentors, a strong "mutual admiration society developed between the students and mentors." Most importantly, however, the students developed an observable increase in self-esteem and self-worth.

Needless to say, this raised their grades and their achievement levels in their everyday school work. Project Connections is an excellent example of a partnership between a school district and private industry.

Partnerships between schools and private industry make learning relevant to students. It proves an old African proverb, "It takes a whole village to educate one child," is still true. If we do not take the village approach then the schools will become an oasis in this desert called the world that does not nurture their young.

Thank you very much for hearing me.

Chairman KILDEE. Thank you Dr. Harris.

Ms. Kaltenmark.

STATEMENT OF SHARON KALTENMARK, DIRECTOR OF GUIDANCE, GEORGE C. MARSHALL HIGH SCHOOL, FAIRFAX, VIRGINIA

Ms. KALTENMARK. Chairman Kildee, Mr. Goodling, members of the subcommittee, thank you for the opportunity to testify on behalf of the American Counseling Association and the National Career Development Association, one of its founding divisions, which represents nearly 60,000 professional counselors and counselor educators, and in practice represents more than 200,000 practitioners across the country.

My name is Sharon Kaltenmark and I am the Director of Guidance at George C. Marshall High School in Fairfax, Virginia. I would ask that my full statement be included in the committee's hearing record. I am very pleased to have the opportunity to address this subcommittee on the subject of the role of the school counselor and career development issues.

Chairman KILDEE. Without objection, the entire testimony of all the witnesses will be included in the record.

Ms. KALTENMARK. Thank you. In today's international economic environment the key to our Nation's competitiveness is a high quality workforce. Increased education and training will be required of our entire population of workers—not just the college-educated segment. Yet, less emphasis has been placed on preparation of "work-bound" young adults through school-to-employment transition initiatives. The ACA paper "The School Counselor and Comprehensive Programs for Work-Bound Youth," which I would like in the record, provides additional information on this issue also.

[The above-mentioned material is on file at the subcommittee office.]

The purpose of my remarks today is to communicate the importance of assisting young people in preparing for productive careers in a changing, global economy and the school counselor's role in that process.

Currently the existing elementary secondary legislation provides very limited references to career development or preparation for employment. While helping young people prepare for careers and employment is a responsibility shared by schools, communities, business/industry and parents, the role of the counselor in coordinating these activities is a very natural one. The NCDA Policy on Career Development, which I would like to include in the record, provides information on the nature of career development and its importance in education.

[The above-mentioned material is on file at the subcommittee office.]

You are very aware of the dramatic changes that are occurring in the marketplace.

There has been reference from the Flint program today that they were describing that is affecting all of us throughout the country. The negative impact of displacements, unemployment and underemployment are all signs of these changes. You are also keenly aware of the statistics stating that about half of America's young people do not go on to college; 75 percent do not earn a college degree. And yet today's typical high school education is geared toward the college-bound student and not the vast majority who go directly

into the workforce. Unless all students, including gifted and talented and college-bound, have the skills to produce quality goods and services in a technologically-oriented and fast changing consumer marketplace, America will not prosper in the global economy.

We believe that there must be a strong national policy that helps young people, their parents and the community understand these changes and to make plans to prepare for them.

Your efforts to modify this important legislation is an excellent step in the right direction. Our associations have submitted language entitled, "Career Development Program Act" to address this issue. We are recommending its inclusion in Chapter 2 of the Elementary Secondary Education Act. I would like a copy of that language to be incorporated in the record.

[The above-mentioned material is on file at the subcommittee office.]

The national policy that you design will need to be carried out in communities with school professionals working with parents, business/labor and community organizations.

A collaborative effort by school, community, business, and labor not only increases services but also provides unique opportunities for students. The increase in information, experiences, role models, materials, and staff can only foster the educational opportunities and decrease inequity and hopelessness. Involving business and other workplaces in education helps students see the connection between school and work. Opportunities for experiential learning, mentoring, community service, internships, job shadowing, career seminars, and peer teaching, not only increase career awareness but also increase self-esteem and foster an understanding and concern for the community. The role of counselors in the coordination of these activities include: Creating job banks that foster apprenticeships and internships; connecting with private industry councils, JTPA and Employment Services; working with Chambers of Commerce, unions and other business/labor groups; giving credit for work experience; encouraging work experience for all students.

Counselors have the ability not only to provide counseling to youth, but also to provide counseling within the total educational setting. By working with students both individually and in groups and classes, counselors can meet students' personal needs, and encourage all students to develop career plans. Because home environment has a significant impact on a youth's educational progress, parent and family involvement is of the utmost importance.

There are many good existing model programs throughout the United States including the one that exists at my high school, George C. Marshall, in Fairfax County, Virginia. Students there have the opportunity to explore career opportunities through the use of computer programs, videos, books and journals. Career interest inventories and other assessment tools to help students find their strengths and interests are available for student use. Materials are continually updated to reflect change as it pertains to future employment. Our career specialist works with parents, teachers, other counselors, business/industry and community members to provide the students with the information necessary to make career choices and to make the transition from school to the world

of work. Our career center is open to students throughout the schoolday and one evening per week. Students who have graduated are also welcome to use its resources and surprisingly do come back quite often, as do their parents. I would strongly urge the adoption of our proposed language so that other students in other communities will have access to similar programs.

As we visit Members of Congress we are keenly aware that there are lingering negative stereotypes of school counselors. Today we are training school counselors to meet the needs of all students.

We are willing and able to provide leadership in establishing meaningful partnerships as we work toward the development of effective school-to-work programs throughout the United States.

[The prepared statement of Ms. Kaltenmark follows:]

STATEMENT OF SHARON KALTENMARK, DIRECTOR OF GUIDANCE, GEORGE C. MARSHALL HIGH SCHOOL, FAIRFAX, VIRGINIA

Chairman Kildee, Mr. Goodling, members of the subcommittee, thank you for the opportunity to testify on behalf of the American Counseling Association and the National Career Development Association, one of its founding divisions, which represents nearly 60,000 professional counselors and counselor educators, and in practice represents more than 200,000 practitioners across the country.

My name is Sharon Kaltenmark and I am the Director of Guidance at George C. Marshall High School in Fairfax, Virginia. I would ask that my full statement be included in the committee's hearing record. I am very pleased to have the opportunity to address this subcommittee on the subject of the role of the school counselor and career development issues.

In today's international economic environment the key to our Nation's competitiveness is a high quality workforce. Increased education and training will be required of our *entire* population of workers—not just the college-educated segment. Yet, less emphasis has been placed on preparation of "work-bound" young adults through school-to-employment transition initiatives. The ACA paper "The School Counselor and Comprehensive Programs for Work-Bound Youth," which I would like in the record, provides additional information on this issue also.

The purpose of my remarks today is to communicate the importance of assisting young people in preparing for productive careers in a changing, global economy and the school counselor's role in that process.

Currently the existing elementary secondary legislation provides very limited references to career development or preparation for employment. While helping young people prepare for careers and employment is a responsibility shared by schools, communities, business/industry and parents, the role of the counselor in coordinating these activities is a natural one. The NCDA Policy on Career Development, which I would like to include in the record, provides information on the nature of career development and its importance in education.

You are aware of the dramatic changes that are occurring in the marketplace. The negative impact of displacement, unemployment and underemployment are all signs of these changes. You are also keenly aware of the statistics stating that about half of America's young people do not go on to college; 75 percent do not earn a college degree. And yet today's typical high school education is geared toward the college-bound student and not the vast majority who go directly into the workforce. Unless all students, including gifted and talented, have the skills to produce quality goods and services in a technologically-oriented and fast changing consumer marketplace, America will not prosper in the global economy.

We believe that there must be a strong national policy that helps young people, their parents and the community understand these changes and to make plans to prepare for them.

Your efforts to modify this important legislation is an excellent step in the right direction. Our associations have submitted language entitled, "Career Development Program Act" to address this issue. We are recommending its inclusion in Chapter 2 of the Elementary and Secondary Education Act. I would like a copy of that language to be incorporated in the record.

The national policy that you design will need to be carried out in communities with school professionals working with parents, business/labor and community organizations.

A collaborative effort by school, community, business, and labor not only increases services but also provides unique opportunities for students. The increase in information, experiences, role models, materials, and staff can only foster the educational opportunities and decrease inequity and hopelessness. Involving business and other workplaces in education helps students see the connection between school and work. Opportunities for experiential learning, mentoring, community service, internships, job shadowing, career seminars, and peer teaching, not only increase career awareness but also increase self-esteem and foster an understanding and concern for the community. The role of counselors in the coordination of these activities include:

- creating job banks that foster apprenticeships and internships;
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There are existing model programs throughout the United States including the one that exists at my high school, George C. Marshall, in Fairfax County, Virginia. Students there have the opportunity to explore career opportunities through the use of computer programs, videos, books and journals. Career interest inventories and other assessment tools to help students find their strengths and interests are available for student use. Materials are continually updated to reflect change as it pertains to future employment. Our Career Specialist works with parents, teachers, counselors, business/industry and community members to provide the students with the information necessary to make career choices and to make the transition from school to the world of work. Our career center is open to students throughout the schoolday and one evening per week. Students who have graduated are also welcome to use its resources. I would strongly urge the adoption of our proposed language so that other students in other communities will have access to similar programs.

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We are willing and able to provide leadership in establishing meaningful partnerships as we work toward the development of effective school-to-work programs throughout the United States.

Chairman KILDEE. Thank you very much. I thank all of you for your testimony. This committee certainly wants to assist all of you in your respective districts in doing what you are attempting to do. We at least want to assist you or at least get out of your way by giving more flexibility in some of the Federal programs.

We recognize that sometimes some of the Federal programs are rather rigid and very often a student walking through that front door might be generating the dollars from several programs that we have to compartmentalize too much and cannot spend those in a positive way for the students. We really want to work with you.

Some exciting things are happening in education reform out in the States and districts. The Federal Government wants to help you. This committee wants to help you. We appreciate your testimony this morning.

Mr. Donohue, you mentioned something interesting, a term you used, "enforced adolescence." I see that in Flint.

When I was in high school I used to say you could graduate on Sunday and go to work for Buick on Tuesday. I modified that because I had friends who quit school on Tuesday and went to work for Buick on Wednesday. Those days are gone forever. The days of the low-skilled, high paid jobs are gone. They used to exist. You

mentioned that age 14 to 30 are really the groups in the enforced adolescence.

Give me some general answers here on this. In the last 12 or 13 years General Motors has virtually hired no hourly workers in Flint, which means people from the ages of 18 to 30 don't have what we used to call the good job in Flint.

Rumors are that in 1997 GM will begin to hire again. If the ages 14 through 30 are really the age of enforced adolescence, which I think is a very interesting term, and if what you are doing is working, it would seem that the 14-year-old of today will be better equipped to take that job in 1997 than the 30-year-old of today. Would you want to expand upon that?

Mr. DONOHUE. Sure, I would love to. Thank you, congressman. What I found in surveying my members, the members of the Focus Council who are all large employers in Flint, as you know, is that the average age of entry level employment was 28. Then I saw national figures that confirmed that the same phenomenon was going on around the country.

That phenomenon has created a situation in our school system where the kids are simply not motivated. As several of the testimonies indicated, the most difficult problem we have had is perhaps the lack of motivation of the students themselves because they don't see any relevancy between education and the workplace, and they are right. In large measure education, as you and I knew it, was irrelevant to the workplace. The workplace was expanding so rapidly we could take anyone in, whether or not they had a high school diploma, any kind of a college degree got you an executive or managerial position and so on.

Today education could be very relevant to the workplace but not as we presently know it. So, now we need some kind of a building block approach whereby education and the workplace are very much integrated together and one gradually leads through a managed approach into the other, school into the workplace.

Chairman KILDEE. If the K–12 system were really geared up as you and John would want to see it geared up in Genesee County, could you foresee someone leaving high school and at that point being prepared to work at General Motors?

Mr. DONOHUE. I really don't see that coming on very easily. It appears that technology is now so dominant in the workplace that it is going to take us a couple more years of education. Almost each student in Genesee County and throughout the United States, I believe, ought to go to school for about 14 years.

Chairman KILDEE. How about the community college, are you working with them?

Mr. DONOHUE. Very much so.

Chairman KILDEE. So they can continue on.

Mr. DONOHUE. All of these career paths are communicated with Mott Community School, Baker Community College and GMI. Articulated means you go from grade 12 at Flint Northern High School to grade 13 at Mott Community College without any great feeling of difference. There is no difference between going from 11th grade to 12th at Flint Northern to 13th grade at Mott Community College. One step leads to another programmatically.

Chairman KILDEE. Would that 13th grade be more job specific?

Mr. DONOHUE. It becomes increasingly job specific. If you are going into a technician level career at Mott Community College it may be more theoretical than at GMI.

Chairman KILDEE. Do you have a comment, John?

Mr. AUSTIN. The prospect of the kids going immediately to work would require fundamental changes in the way we do business. I can see using the example of the Manufacturing Technology Partnership Program at a GM facility involving kids in the 11th and 12th grades. They are getting a different education because the community and the dialogue that has emerged between the home high school, the vocational center and the GM–UAW facility is basically changing the curriculum and experiences those kids get so that when we leave grade 12 they could be, in a couple of years, ready to be skilled trades or take the skilled trades apprentice exam and pass it with flying colors and go into the GM workplace.

That is an example of what our competitors do much more routinely, as you know. They have young people working in the workplace with adults and they have the dynamic of employers shaping education together over the long haul.

We are just starting that really. It is exposing all sorts of interesting developments. The As and Bs that the kids at one of the high schools got basically had no connection with their actual skill sets when they began to test them in the norms that are needed in the increasingly complex and technical skill trades GM environment. So that requires, then, a new education to help those kids get ready. The enforced adolescence that Bill is talking about, Steve Hamilton is one of the youth apprenticeship gurus, says we worry about peer pressure with kids, but then we let them hang out with each other all the time. They are not in the work roles or other roles where they are working with adults a lot when they are teenagers.

If we could somehow organize that like our competitors do much more routinely, they are going to be better motivated and better connected and really that can create a vision for themselves. They can say, I don't want to settle for this. I am going to go on and get this engineering degree. Now I see how to move from here to here. That is really what we are talking about, I believe.

Chairman KILDEE. I would like to throw one question out to the entire panel and you may answer it. At what grade level should we have the generic work schools and what are some of those generic work skills?

Ms. HARRIS. You are going to hear me say K but that might be a little early. But certainly no later than grade six. I was happy to hear those from Flint talk about the apprenticeship program.

In York City we are starting with programs with Project Connections, introducing them to the idea of the world of work. The earlier you start, the more successful we will be by the year 2000. Our children don't have any idea of what work is and what work is about. So the earlier you start the better. We feed from the types of programs in the middle schools, the project and mentor type programs into the high school where we are putting a strong apprenticeship curriculum into our high schools. So possibly by the next four to six years in our district our students will be able to leave

grade 12 and go into work where they have been successful as apprentices.

But the community college system is very important in facilitating further study. But you cannot start too early. But to be reasonable, by grade six you should have something in place to introduce these young people to the ideas and relevance of the world of work in technology and careers.

Chairman KILDEE. Ms. Bowman.

Ms. BOWMAN. I would like to just add to that, I agree with Dr. Harris that grade six is a very practical age to begin their experience. Our school has found in working not only with the York City school district, but a number of districts in our county, at one time we worked with primarily high school juniors and seniors, primarily seniors. At that point many of the students felt that career choices were made and they were locked in and really had difficulty envisioning any possible changes in their future.

What we have done is back up, develop a whole student cooperation partnership plan that begins with students in the sixth, seventh and eighth grade and it is a continuum that now progresses through college.

What it does, it starts out and gives them brief exposures and then it builds so there are exposures in junior high school which increase in time and complexity and culminate with the possibility of either an internship with let's say a business school locally and/or college students. We feel it is a whole continuum, but it does need to start when students are first thinking about possibilities. They are inquisitive. They don't feel like their choices are blocked and locked in.

Ms. KALTENMARK. May I add one thing?

Chairman KILDEE. Certainly.

Ms. KALTENMARK. At the high school level we are seeing the students who are coming, in many cases, to the conclusion of their education and they have absolutely no idea of what it involves to have a job, go to work, what a job is.

You can ask a student what are you going to be, and they can spout anything from engineer to accountant or Redskin, or whatever else as far as football players and the sports go. They want these things. But they have no idea what it takes to get to any of these places.

I concur very much with the others this needs to start at a very young age. I also can see the role of the school counselor. In Virginia we do have elementary school counselors in all the schools. I know many other States are going that way.

This is a role where the counselors can help with the transition from things like shadowing programs, mentoring programs very early on just getting students out there into the community and bringing the community into the school so that someone knows what a banker does.

We have a program in Fairfax County with some of the banks, for example, where our students go out and spend a day and they come back with things they never knew about. First of all, they say things like, well, they spent their day in meetings. They had no idea what is involved in a work atmosphere. My feeling is the earlier we can do it and the more coordination we can have from the

elementary school through high school and even into the junior colleges and colleges is worthwhile.

Ms. HARRIS. I would like to cement what she said. We roam our schools as superintendents. We don't just sit in our offices. I know most superintendents do that, roam their schools. If you talk to high school students and say what do you want to be? I don't know. Then I go into a fit. Tell me something that you want to be.

But when you have those students who say, who have a choice, it is so unrealistic. They may say something like I am going to be a brain surgeon. I want to go into medicine, or I may be a cosmetologist. They deal both with the head but in a different situation. They don't have anything to do with the other one and it is so unrealistic.

I say okay. What have you done to prepare to be this brain surgeon and are you more closely preparing to be a beautician. If so, that is okay, but we need to find the direction that we are going. But they have just no idea of what they are going to do. It is not the school's fault altogether, because we have elementary school counselors and we have career labs in the elementary school.

Many times before they see, feel, experience and touch and taste they do understand what it takes.

Chairman KILDEE. Mr. Donohue.

Mr. DONOHUE. The Agile Manufacturing technology career path that we are developing with all the school districts and with the colleges and the vo-tech center actually starts in the third grade. The reason it starts in the third grade is that we backed down the engineering and technical level curriculum of the college level to the high school.

Then we found that in order to meet that level at the high school you have to up the ante in math, science and foreign language at the middle school.

Then we found you have to get down to the third and fourth grade with very advanced math, science and foreign language and communication skills in order to meet an international objective, if you will, in terms of preparing kids for the workplace.

Chairman KILDEE. What seems to be emerging from all five of you is that we should start fairly early in the elementary school. That is one point. What all of you seemed to say is that we should link more closely together K–12 and community colleges. That linkage is important, but start early also in your skills in the K–12 program. I am taking too much time.

Mr. Goodling.

Mr. GOODLING. Thank you Mr. Chairman. I had two questions for Dr. Harris, but she has answered one very eloquently in relationship to the early start.

The other question I would have for Dr. Harris is, I have heard all sorts of wonderful stories coming from your program in relation to the demands that you place on these young people. I am one of those who kind of believe that our Federal programs of the 1960s 1970s, 1980s maybe encouraged the disadvantaged to become more disadvantaged, rather than demand excellence.

I have heard some wonderful stories about the teacher giving time before school starts, but the demands in relationship to that time is the attendance and when they get there. Could you elabo-

rate a little on what you expect from the sixth, seventh and eighth graders?

Ms. HARRIS. First, in our school district we are going toward the lower levels of high expectations to the point that no longer do we just inadvertently offer basic math to all students. All students will be expected to take algebra.

It doesn't matter whether they take it in one year or a year and a half as it took me when I went to summer school. But they will start with that. It is not just the basic sciences any more, but your more advanced sciences. The expectations of the students in Project Connections can more eloquently be told by one of their teachers who is here with us today, Mrs. Patricia Zarfoss, if you will permit her to do it.

Mrs. ZARFOSS. Mr. Goodling, I think that you are referring to our program where students may come in to do computer work. So in order to have time with the computers that are in our building, we have kids coming in at 7:15 in the morning. There are a few rules. You must be there on time and you must have all of your work completed so that you may take this time. So the first day a couple of kids came a little late and they did not get in the door. It was closed. They were very angry and their parents were angry that they got their kids out there at 7:15. The children went home. They have come back. We talked about the rules, they understood the rules and the parents said okay now we understand. We have not had any late students.

When our kids come in at that time, we let them out at 2:15 which is one period. They come in for an extra period in the morning and they leave an extra period early.

We have had our students on their own by the end of the year plan a reception for their parents, business partners and other community people who have helped us.

The students planned and cooked food, they made table decorations. They planned a program and they presented all of these things with very little input from we teachers. So we have seen them grow socially, emotionally and we are getting them out into the business world. They interview people in actuality rather than just on paper. They write thank you notes on their own. They are able to communicate. They are able to be self-starting. These were things that we did not notice in the beginning of the year.

Mr. GOODLING. I have a question for you. How important do you believe the role is of the employer in relationship to implementing a program like this?

Ms. BOWMAN. We believe at Glatfelter Insurance Group that it is extremely important. Working with other businesses and with a number of school districts has become a strong part of my responsibility. We are very concerned about the potential workforce that is currently out there. At one time our company hired many people coming directly out of high school because, I would say, approximately half of our current staff has just a high school diploma. Within the last few years for us to hire someone coming out of high school has become the exception. The reason is not that these people are not capable, but they do not have the characteristics, the work ethic and many of those skills, problem-solving skills that are necessary in our service industry which is growing, and we believe

that the only way that we can help ourselves in the future, and this is long-range planning, is that we must now invest our time and resources in becoming partners with the schools so that we develop not a tight "us-them" approach but a tight "we" approach on how we work together in the partnerships and break down the barriers between the school wall and the business wall. School can occur in either place.

The business people also feel very comfortable going into the schools. It becomes a real partnership because the outcome is helping to prepare these young people today for future workers. So we really have made a strong committee of time and staffing to do that.

Mr. GOODLING. One question for the counselor. Thirty-five years ago when I was a counselor there were not very many counselors who knew much about counseling beyond counseling for higher education. They were good at that. Then 18 years ago or 19 years ago when I was the superintendent of schools, it had not changed very much.

The two problems I found was that you could not get a counselor to understand that the best counseling is done when they are listening, rather than when they are having all the answers to the teenager's questions.

But middle American counselors who came right from college into the counseling business, with very little training, is there a concerted effort? Have we helped at all from the Federal level to change this? You talked about elementary counselors and that is all well and good. But if they don't have any training in relationship to the private sector and the world of work, et cetera, other than education, it is not too effective.

Ms. KALTENMARK. I know from whence you are speaking. I think this image of counselors has come around and for some counselors it is very true, they really have had no exposure. Today in the counselor training programs in most of the universities they are addressing that at least through course work. That doesn't always get to the problem.

A few years ago I was living in North Wayne, Indiana, which had a program in the summers sponsored by GE where for a month counselors went out and fully worked at different jobs. That was a tremendous help to many of us because we have come from education to education with very few stops along the way in other employment.

I think that type of training helps. We have a partnership here in Fairfax County. Ours happens to be a computer firm, BTG. Just getting their people in to help us with many things and getting our counselors over to their facility to see what really is going on is helping the counselors, at least in my department, to have a better idea of what is out there.

The other issue that is very hard to address and we are working on all the time is that the jobs have changed so drastically. Any of us who have been working 20 or 30 years have seen jobs change, disappear like those at GM and other companies. We have to prepare our students for more than one specific job. You can no longer say I am going to be a drill press operator or such and such. That job may not be there 5 or 10 years from now. But we have to give

our students the skills that they can take for many different careers. They have need to be technology based. They need to be able to know that learning is a lifelong process, that it doesn't just stop when I graduate from high school or at any other stop along the way.

Mr. GOODLING. Forty-five years ago or more I graduated from Dr. Harris' high school. I can tell you she does not accept anything other than excellence. Mediocrity is not part of her game. She is rather demanding.

Also in relationship to Mr. Glatfelter, these programs are going to work more and more in our area because he is determined that every CEO out there is going to participate. He hits them over the head. You have to know him to understand that. He is insisting that the CEOs get very much involved in the whole school-to-work transition. It has come a long way. I see great things in the future. Thank you.

Chairman KILDEE. Thank you very much.

Mr. Roemer.

Mr. ROEMER. Thank you, Mr. Chairman. Oftentimes when I go into the schools back home in Indiana, I start with challenging the students by telling them how my grandfather went to school in South Bend and he often competed against students in that classroom; how my father went to school in South Bend and competed with the students in the City of South Bend; how when I went to school in South Bend I competed against students in Indiana cities, Chicago, and all around the Midwest; and today their challenge is to compete against students in Tokyo, Bonn and all around the world, in effect, for jobs within this global economy.

With that kind of analogy in mind, I was extremely interested in reading Mr. Donohue's testimony concerning Bill Daggett's comments. Daggett, a very articulate speaker on technical and apprenticeship education, states that other countries are requiring up to four years of applied physics, four years of technical reading and writing; four years of applied math, focusing on measurements, statistics and probability. These are the norms in other countries, in Japan and Germany.

Now, I have heard the panel talk extensively about starting earlier, integrating high school with community colleges and with universities, et cetera. What are we doing and what should we do to have higher standards and tougher curriculum in our schools to challenge these students?

As all of you have said, these students are very capable and can achieve as much as any of the other students in our schools and we need to give them the education to accomplish their dreams. How are we doing that with tougher curriculum?

Mr. AUSTIN. I think this is an area where we need to make sure that the systemic reforms that are on the table and are being promoted which, from our perspective, non-educators, are a way to do it. School districts are wrestling with setting higher thresholds or outcome standards, or content and curriculum that they want to see all students master.

We view that that is a good essential development and it has to be done in a way that is, the analogy from the private sector is TQM. It has to be a full process by which that happens. We are

trying to engage the private sector in that process of what school districts are you doing and where are you setting the bars, what is the content you are teaching and we want to help you if you are examining that thoroughly and raising those bars.

The school-to-work transition piece must be interwoven with that because we need both higher academic content, closer connected to the real world. I appreciate Daggett's approach and think we need to do more theory and more applied. We need to teach algebra and probabilities and statistics which are essential for SPC in the workplace.

Then we need to develop structured career paths in the context of school systems that are having higher bars and higher outcome measures for all students, no matter what career path they are in.

Ms. HARRIS. Also, schools across the Nation and in our district as well are restructuring for the same reason. No longer will "drill and kill" do it. The young people are not able to function in the world of work. For example, at our local telephone company they were wondering why is our production going down? Something is wrong. What can we do? It was simple: People were not sharing ideas. Because if you share in school you are cheating. When you get into the world of work and it has not had any relevancy as we are speaking about here, that in the world of work you don't share because you don't want them to see what you are doing. That is cheating. So we had to change that mind frame.

You are exactly right when you say we must demand excellence by giving the harder courses. All students for years now were moving into the permissive 1960s and 1970s, were allowed to go to the banquet of education and take the dessert. Nobody took the salad, the entree or vegetables. Now all we have is a lot of overweight people academically who can't do anything, empty calories.

Our schools are restructuring for the same purpose that you are saying that we should restructure and that is to get meat back into our curriculum so that our students are able to compete globally.

When you talk about Japan and the other countries, they were the norm several years ago. But let me tell you something that will make you feel a little better. Their educators are now starting to come into the United States to find out what we are doing right and they are doing wrong.

Four years ago when I was principal at the Smith Middle School, we had a contingency in our small town of 49 school principals from Japan finding out what we were doing that was causing attention and that they had heard about that they were doing correctly, and how could they incorporate that into their system?

So we have begun to do something right again. See if anybody back there has a gun because in my district, when I start talking about this, you know, they get scared.

Outcome-based education. I don't know what people think we have been doing all this time. If you are a doctor, lawyer or Indian chief or dentist, you have outcome-based education. That means you know how to pull my tooth without killing me.

Outcome-based education will also be part of the restructuring process that will help this, because no longer will it be the time you spent in that classroom. For some people, I could have spent five

years in algebra one and if I did not get past the brackets I would still be there. I had to go to summer school.

No matter how long it takes you, it is not the time you spent, but whether you have mastery when you leave. That is where we have been missing the boat. Well, the boy is too big to be in 10th grade, we must pass him on for his self-esteem.

If you think you have a high school education and you go for a minimal entry job and you cannot get it, I would think your self-esteem would be down in the cellar. So no longer can we do this to our young people. We are graduating thousands upon thousands every year who cannot even read their names and that has got to stop.

Mr. ROEMER. Let me just ask a follow-up question because I see the Chairman has a quick light today here. We often hear the term dual track, and whenever you bring that term up it gets many people to react. How do we improve? We are doing many things right in our education system. But, we can learn from other systems as well, and incorporate their ideas.

How do we include more flexibility? Should we incorporate more of the dual track system in this country so that students can go back and forth between the two? Students that are in college preparatory courses should be able to see an applied physics course that looks fascinating, and students who find out in the 10th or 11th grade that they want to get into the college preparation side, should have that opportunity. How do we include that flexibility in this kind of system?

Ms. KALTENMARK. One thing I think we need to do is get away from this myth that certain classes are just for college preparation, that physics can be handled by people whose IQs are not 160 and above or whatever. That is something we have had throughout American education. You know, if I am going to college, I am taking French, and if I am going vocational I don't need French. I just need to know now to put a period in the right spot.

So I think we have to get those myths out of the way that there are certain subjects that certain people can't take.

Then I think we have to look at the application of the subject.

Mr. ROEMER. Excuse me. That comes back to my first question. How do you treat the students in these programs with the dignity that they deserve so that your vocational apprenticeship programs include French and Spanish, which will probably be even more applicable for those students given the trade relationship and the global economy, et cetera.

Ms. KALTENMARK. We have to reeducate all people and especially parents who have come through the system where it was very tracked, that these subjects are very important to everyone and that you cannot look down on someone because of a vocational program.

Computers, for example, today have revolutionized education. I don't think a student should be graduating without at least basic, and more than basic, but at least basic computer skills. That is true with technology. That is not what you call an "academic class" but yet that certainly is something that everyone in every area needs to know.

I think there are many more classes that should go that way. We need to reeducate the public as to what the basis of these classes are; why they are important to all students.

Chairman KILDEE. We have a vote on right now. I have not missed a vote in eight years. Take a seventh inning break and we will be right back.

[Recess.]

Chairman KILDEE. I think Mr. Green is ready for some questions of the panel.

Mr. GREEN. Thank you, Mr. Chairman. I learned if you come back quick after a vote you get to ask your questions.

My district is in Houston, Texas, and we have talked a great deal about school-to-work programs locally and through the legislation. I am trying to relate to how your testimony affects what we have done. Whenever you talked about school-to-work or vocational or career training you also talk about tracking. That is the concern that a lot of people have that we have what I guess we would call cross-pollination between tracks where that students in the 11th or 12th grade could sometime learn that skill and maybe they could jump the track and continue after their 13th or 14th year to get a bachelors's degree.

How have you been able to deal with that, Mr. Donohue, or other panelists so we can provide the bridge between the programs.

Mr. DONOHUE. We track the children as it is, into special education, general education and academic education which is college preparation. That middle group is really lost. We are tracking them into nowhere land. We ought to face the fact that maybe unwittingly, but very real we generally track our children.

What we are doing with career paths is creating a core curriculum which includes the basic academic, technical and process-type skills that are required for adult life. All of those are generic to any of the career paths, so that is how we are handling it.

Mr. GREEN. I think it is such a great idea for the community colleges. We have four colleges in Harris County alone that serve the whole county. Twenty years ago, that was not the case, but today it is. To provide such a program to require that coordination between, you know, the 20-some-odd school districts we have and the four community colleges, that is our role to provide the ability to do that.

The other question I have, in the school districts who receive these grants for the programs, what about a group of local businesses that would want to be a magnet school or a training center? Do you have any experience with that, using the business, or is it all through the school system or the community colleges?

Mr. AUSTIN. Let me address that briefly. We argue locally to our businesses—Bill does this, it is a big part of his job—that these programs will work best if you are doing it and running it and shaping it to your self-interest, the way to build your next generation of workers.

That is done, in a few instances, very successfully by having the workplace the site of programmatic education of many kids, kids working in the firms. So the firms are buying into these initiatives because they see them as the way to develop the next generation of workers. Others cannot see that. They have not formed their

workplace to where they can see they need to retrain their current workers.

I have to think about training a future generation of workers; most firms are not there yet. Most of us say, do this because it is goodwill and it requires you to make real commitments to work with kids at your facilities. Those are the kinds of programs we want you to partner in, not have good programs where the kids see your place once and never come back.

We are trying to get business involved as strongly as possible. We argue that it is their self-interest that drives the best programs. If we cannot get self-interest, we will settle for goodwill to try to get these kids better prepared.

Mr. GREEN. Dr. Harris.

Ms. HARRIS. That is the construction of our program, it has 34 components, school place, workplace, and community place. We have 50 students in our initial program, and we will take 50 more on this year. Our teachers that started with the first 50 will travel with them through 8th grade. We are bringing on more teachers to travel with the next 50. That is two teachers and an aid that travel with 50 students.

Our 50 students are now aligned with 50 diverse companies and community entities in a highly individualized partnership bringing them into the inner workings of the companies. For example, we talked about an exposition that the business communities had in our town in March at our fairgrounds. It was a large thing where all companies come and showcase their products.

Our children were onsite with their 50 business partners, anything from tree service to the local gas company, to the Glatfelter agencies, to the banks. They knew their business and could tell a stranger, if you would have walked up to the young lady at Meridian Bank, except for her age and size, you would have thought she was vice president in charge of marketing for Meridian Bank.

The partners do it closely. You cannot do it with a shadowing program, once and done. You have not learned anything. They will work with their partners for the next three years. They know the inner workings of the company. For example, when they were going onsite to their companies for the first time, many of the companies recruited them as their partners in the newspaper letters, or put them on the billboard saying welcome to one of our new associates and would give the name. They will be with that partner for the next three years.

One of our young people, to give you a story out of how far this is so vital to our young people and at an early age, he was doing a marketing project for a local swimming pool company. He was not getting things the way he thought he should get them, so he wanted to know a little bit more about this company.

So he went home and called the president of the company and said, hey, tell me about the company so I could do my project. The president of the company visited his home because he wanted to see who this young person who had the nerve to call and asked me to get off the stick and let me know more so you can do your marketing projects.

We can sit here and talk all day long and we will go home and have the same thing, if you do what you have always done, you get

what you have always had. Our children in seven grades will go a little more to their partners and by eighth grade, will go to a sort of junior apprenticeship program with their partners in meaningful work, not stapling papers all day.

I can teach my grandson to do that and he is four years old. The recognition of the applied math and science skills, the communication skills, the social presentation skills are cited and reported as being viable. You can see how we can include in, you know, in many districts, they say we don't track.

In first grade, if you are a canary, if Jim is a canary and Jim is a turkey, we know who is who. So we must have it at an early age so that those counselors that we are talking about and the teachers can get the children into the mindset that I can be whatever, I can do whatever.

As they progress through high school, if they are in a predominantly business education major, that they are able to dabble into the fine arts, dabble into the languages and the higher maths. Schools can do it.

Tracking is easy because you know where everybody should be, you know in 9th grade, they take this and in the 10th grade, that. But you must permit, and I talked about the cafeteria, and I still am against all of the cafeteria plans, but when it is guided, that is where your counselors come in, with guided career and course choices, your students can be well-rounded.

We don't want students any more to take only one track, because they are not going to make it in the global sense. We are demanding that our students, by the time they get out of high school, first of all, they have to have a course in oral communication, just learning how to speak and introduce and say hello. Then they all must be familiar and computer literate and familiar with the keyboard and we start that in first grade. We also go down to kindergarten whenever we have the resources and time to start in kindergarten. So those are all the components.

You can have this global education but it must be directed. I was a kid and so were you. If you are going to allow me to take whatever I want, I will take everything from basket weaving to pottery making.

Mr. GREEN. I tried to major in football.

Ms. HARRIS. I tried to major in sociability. It didn't work.

Mr. GREEN. How do you provide just the basics, for example, with that student with the employer three or four hours a day? How do you take care of worker's compensation issues? Are there payments involved or is it just part of the schoolwork?

Ms. HARRIS. No. That is part of their curriculum. That is the beauty of our Project Connections program. It is not orthodox. They do not move to bells. At the end of 42 minutes, they don't jump and run. They are in the community all day getting the basic, core subjects.

However, maybe they have gotten to a point of mastery in a course subject on Tuesday. Wednesday, they may start planning for their working time. If the company says, well, we would like you on the job at 9 o'clock, they don't report to school until that time because that is their workday. They may work from 9 a.m. to 4 p.m. or 9 a.m. to 5 p.m. The regular school day is 8 a.m. to 3 p.m.

In this program, they have the flexibility of coming in at 7:30 a.m. or coming in at 9 a.m., depending on what the needs are. There is no money involved because they are learning so that they will be able to fit into one of the apprenticeship programs if they choose or whatever.

But their core subjects must be met before anything else. If they are not proficient for that week in what they need to know, then possibly they will not be able to go to their worksite, and they don't want that to happen, because now they are coming to the point that it would be embarrassing for their partner to know that they didn't do their part of the job.

Mr. GREEN. How about if they are in a bank and there is an injury? How does the bank deal with the liability question?

Ms. BOWMAN. I believe, and I am not an expert on this subject, I will put that caveat in it. But we have looked at that. It would probably come under the school insurance coverage because they are not an employee of that business.

Ms. HARRIS. She is correct.

Ms. BOWMAN. I would ask you to check your specific States, because there may be regulations a little different.

Mr. GREEN. You don't have any trouble in Pennsylvania, for example, having that kind of waiver?

Ms. HARRIS. No.

Mr. GREEN. Thank you, Mr. Chairman.

Chairman KILDEE. Thank you. Let me ask Ms. Kaltenmark first, what should we do in our counseling system to help plug the counseling system into the new economic reality and what role can the business community play in upgrading and making more effective the counseling system?

Ms. KALTENMARK. The counselor needs to be the coordinator, the transition person, because with the system as we are looking at it, the new system, counselors have more access to more students than anybody else in the school.

Teachers see a certain group, but the counselors have access to all the students so they have the chance to meet with everyone. We need to foster the community thing with the businesses by getting people involved, coming in to the building and seeing what the schools are doing.

Many of the things schools are doing right now are very right. I don't think the information gets out to the community. We need to see how the businesses can help us and how we can help them and coordinate this. I can see the counselors being that coordinating person with the community, parents and students and business. We have access into the classrooms through individual counseling, doing groups. There are many, many ways we can work with students and coordinate these programs.

Mr. AUSTIN. What we found as outsiders is that our counselors are stressed out and consumed by scheduling and are disconnected from the realities of the workplace. They have no clue as teachers and as parents, and as we don't until we have the opportunity to get into those workplaces. Part of our strategy is as we are building and designing career path programs, counselors and teachers are part of the team working with employers in an organic way, there has to be an organic relationship developed that is enduring, so

that those counselors are learning about the avenues to various destinations and what that work world is like today, which is so different from the perception of it. So we have to build that real dialogue into the design of these systems.

Ms. BOWMAN. If I could add something, because I strongly have beliefs in this area, that we have been working on and planning additional work to get teachers and counselors involved in our work environment, having them come in and spend time either observing, meeting with different employees, and finding out what kinds of different skills are used. Even if they have been in the school system several years, they may not be familiar with current skills and technologies.

We are working on a project to have teachers spend time with us. We have a teacher who will be working in our company this summer and we have a counselor spending time too. We think hands-on, meet people, ask the questions, is key to this, also.

Chairman KILDEE. Ms. Kaltenmark.

Ms. KALTENMARK. Another thing that would help would be something that would help the counselors out to do some of these things. To take a counselor out of an office for a quarter or whatever, and put them in a business situation so they could come back and tell us what is going on would be tremendously helpful.

If you ask me as a director, will I release a counselor without somebody to replace them, no, I need that person in the building. But if there is a way that any funding could come along to coordinate a program, as I mentioned earlier, there is one in the summers where counselors or teachers would have a chance to be actually out there, then they would come back with skills and say, you know, this is what is really happening.

Chairman KILDEE. When I was teaching at Flint Central High School, the counselors were really very burdened. I didn't think there were enough counselors at the time. For the most part, they did two things. At the beginning of the year, they served all the students by making the schedules out which can now be done a lot easier with computers.

They used to actually spend a lot of time in filling the schedules out. Then for the rest of the year, about the only students they were really counseling were those who were college bound, helping them decide what career. Some students went to work for Buick. They did not go in and talk to the counselor. The counselor did not invite them in to talk with them.

We are in a different reality now. I think we have to take another look at counseling so every student gets counseling.

Is there anything we can do in-service to upgrade the skills of the counselors and/or provide more counselors so they are not so burdened with the number of clientele that come in?

Ms. KALTENMARK. Definitely. Any counselor would say, if you cut down the number of students I have I can reach them better. So, always that ratio is important. I think any kind of in-services that give counselors better ideas of what is out there, what we are talking about and how to relate this to the students is helpful.

Most counselors, as has been stated by Mr. Goodling and by you, are coming from an educated background. We were on the track that took us into college so we haven't had the opportunity to ex-

plore other things. We have not had similar situations to some of these students who went out and went to work at Buick or whatever. They do need skills that relate to the students.

Counselors, for the most part, are always in the process of being reeducated. We have to go with what is happening in the world. The skills I learned when I came out of college don't serve what I am doing today. Our population is much more diverse. The jobs some of the students are doing did not exist 10 or 20 years ago, so we always need to reeducate.

Anything that would help to give the school systems a way to reeducate their employees and the counselors especially would help, yes.

Chairman KILDEE. Bill?

Mr. DONOHUE. Let me bring this to a practical point, and that is what the Congress is doing is creating a budget for the Department of Education and setting up a national grants competition. In that grants competition, if I were the Federal Government and a school system applied for in-service training for counselors, I would deny it right away, very strongly.

If they said, we are going to change the system, we are going to make counseling, planning core and central to each child's education, every child gets an educational development plan, not just the special education kids, but every child, and the counselors are going to be responsible for that.

High schools are going to be responsible for placing kids, not just in four-year colleges, but in community colleges for the 13th year as Project Step is doing at Mott Community College.

In other words, you have to fundamentally change the system, change the strategy and change the job description of the counselor within that system. That is the kind of study the Federal Government should pay for in my judgment.

Chairman KILDEE. Dr. Harris.

Ms. HARRIS. Another thing the government, if you had moneys is to relieve the counselors of paperwork. Many times they are just highly paid clerical persons, filling out college applications, getting those off, doing all of those things, and most parents many times are very vocal. And if you don't take care of their children right away, then they are in there on your back.

My background is counseling, also. Some relief for counselors to get rid of the load of paperwork that they find themselves doing day in and day out.

Chairman KILDEE. Mr. Payne, do you have questions?

Mr. PAYNE. Thank you very much. I was going to slip out, but I wanted to thank the panel for coming in. The testimony that I was able to read and scan through was very interesting. It is interesting to note that we do have that many elementary school counselors.

When I taught many years ago, it was not quite when they had one-room schoolhouses, but it was some years ago. We had no elementary school counselors. I think we need to move in that direction.

I do have a question. Yesterday I did have an opportunity to meet the new President's person appointed to lead the physical fitness in the country, and a former congressman from Maryland and

Florence Joyner were the two that replaced Mr. Schwarzenegger. They mentioned that physical education, of course, is no longer a part of the curriculum in many school districts.

I just wonder what your opinions are on the whole question of physical education or whether it is felt that that is a positive activity for our elementary and secondary schools.

Ms. HARRIS. In our school district, it is very much alive. As we are reading, the Nation's children are not in good shape, physically. But we must change a lot of the ways we present physical education to our children as we reach the year 2000. I am never going to climb that rope, but give me aerobics. We have to restructure our Physical Education Office because many times, and in the middle school especially, young people do not want to show how inept they may be, so let them start in those school areas and build their competition.

As they build their areas of expertise and school, their confidence will build and someday maybe they will climb the rope if it is so important. If we do without physical education in our schools, we will have young people with maybe great minds, bodies that will not carry them, the way they should be carried through life.

I used to go after work to aerobics and I used to get to the aerobics hall and say, why am I paying these people to kill me? But when I finished my aerobic workout, I would feel like I could do eight more hours of work. Our young people are sluggish. We are now also looking into the nutritional aspects of our people's education.

If we say no to physical education, it is all a part. Some school districts want to get rid of all sports. But for many of our young people in the inner city, sports are a reason to come. Then you get them there. You know, you talk about leading them to water, but you can't make them drink. You try to make them thirsty.

When you get them there through the sports that have made them thirsty, then with the regulations and the rules and the things that you must do, they may stay for the academics, and then maybe that will become more important as a way of getting out. We must have the physical education because our children are dying.

Juvenile diabetes is sky high. When I was a kid, there might have been one or two kids. And it is like, wow, they may take a needle. Now you have children coming into school with packs of insulin, giving themselves shots because they have to take insulin, and high blood pressure among juveniles, and young people getting strokes. That is thought of as a person of my age's disease. But we must keep physical education.

Mr. PAYNE. Thank you.

Chairman KILDEE. Mr. Becerra.

Mr. BECERRA. I apologize both to the Chair and the panel for not being here to hear all the testimony. I have been told that a good number of issues have been discussed. Let me ask you about two that perhaps were not and that I like to raise often.

Limited English Proficient children, and I guess in this case we are talking about not children but youth and young adults, what are we doing to make sure that we provide services for those at-risk LEP youth to be sure they can transition into the workplace?

Ms. HARRIS. In our district we have a strong program getting stronger because under my department of ESL, English is a second language. We went from five teachers, when I came on to this job three years ago, to 12 teachers now for our population. Our population is growing. Twelve years ago our population of LEP students was 3 percent. Now we are at 17 percent. We run the gamut from our Latino students to our oriental students. Now we have students coming from Ethiopia. We are getting a renewed population of Greek students who do not speak English. So we have the gamut.

York is very small, but it is a crossroads. Anyone coming to the shores of this country, it seems they have a relative in York. We have a strong program but they are included. We do not allow the language to become a barrier.

When we say that we have random selection of our students that is just what we have. We use the book of random numbers to pick these students. Now, when you get a student with an ESL problem they may have to leave their site to go and get whatever they need in the special classes if they need it that badly, for the English, to merge it into English. But that does not prevent them from being included.

Our school board is one that is diverse also and they make sure that this is inclusive. If I ever talked to you privately, we have so many other programs, school-to-work programs, college bound programs. I don't know if you heard about the HIT program. They are all inclusive. We do not permit our students to be excluded because of a language barrier.

Mr. BECERRA. I am glad to hear that.

Ms. KALTENMARK. At high school it is a true challenge because we have children come in at 16 and 17 who do not speak English and in some cases are now coming very uneducated in many ways. They were not educated in their first language, so reading and writing even in their native language, is not as it used to be with students who came in and at least were fluent in one way or the another.

So it has created a real problem. I think in some cases we have risen to the occasion with some of the ESL students better than we have with some of the general population. Their needs are immediate. Some of these students need to be employed right away because they are part of the support system for their family.

Some of the things we have done is incorporated into our ESL classes, along with basic English skills and reading skills, are how to fill out an application, how to dress for an interview. Where to go to catch the bus to go to get to the interview and map reading or whatever it takes to do that.

We are addressing this, but it certainly is an area that needs to be explored much further.

Ms. HARRIS. May I say something additionally? Now I don't know the workings of the Federal Government, and I try to pay my taxes and do what is right, et cetera. But the Federal Government, it seems that when a program works, why is it cut?

I am going to ask you this. We have a summer program of total immersion for Limited English Speaking children grades five through eight. The program works. It is beautiful. There is a teach-

er and an aide for 10 children. We, for the past 2 years, have had a program with as many as 20 children and this program not only says all right, come on in and we will immerse you in this program. The teacher and aide visit the homes of each of their children, get to know the parents. It is a community type program. We were cut this year to 10 kids. We just got a group of kids from Somalia who need our attention. We have 10 and we can't take anymore.

Why do you cut things that work? It works because all day long they speak English. All day long they are exposed to English. They do field trips a bus trip to the mall. They have to plan it. The teacher and aide are there to bolster their spirits and whatever. They plan to have a party. They bake cakes and whatever. They have to plan it and they have to do it. It really, really works. But it was cut. Why?

Mr. BECERRA. What I wish you would do is come back again and again and again to testify before some of the members here who were willing to cut. There are a number of us, and I suspect our Chair is one of those, who were not willing to cut good programs like that. If you go to the floor right now, I think you will hear debate having to do with cutting certain programs that will help kids.

Ultimately, it is the 218 votes in this House and 51, often 60, in the Senate, and we cannot get them for good programs like the one you just mentioned.

I hope a number of folks will talk about the need for that are often called peripheral programs, bilingual education, and others, the at-risk youth programs. There are school-to-work programs which are not considered the basics. They are not the three Rs, so they always get cut first. Ultimately, we are not servicing this age group, the age group between 17 to 30 is wasted because they never got a good education and they no longer can be employed. It is tough.

So when you say, why are we cutting, a lot of us internally are asking why are we cutting, and would like to see things done differently.

Thank you. I know we are running short on time, so I will thank the panel for their testimony.

Chairman KILDEE. Your question is really good. About three years ago, Mr. Goodling and I, of different parties, I never say "opposite party," different parties, served on the Budget Committee together. He and I dug our heels in to be sure education did not get cut in that committee.

I think it is really a matter of priorities. I think you have to remind us of our priorities down here. Thank you for the reminder.

Mr. Goodling.

Mr. GOODLING. Part of that answer is also because we never cut anything that doesn't work. Once it is a program, it is here to stay. Also, secondly, whoever is out there lobbying the most, I suppose, and the loudest often times gets the money.

I had to laugh when Dr. Harris said everybody has a relative in York. We have had a group come recently that I don't think had any relatives in York. Four Chinese landed in New York, and the next thing you know, we have, I forget how many it was, 50 or more in the York County jail. They didn't have any real relatives,

but we have a nice jail. I don't know why they were jailed in the first place, but that is how it happened.

Also, in relationship to what works and what does not work, we have had all sorts of studies recently indicating what I have been saying for a long time, that there are many Head Start programs out there that need to be improved, yet the Even Start programs thus far have been doing quite well.

This year, they decided to give more money to Head Start, quite a bit more money to Head Start before we correct the problems, and they decided to freeze Even Start. I don't quite understand that. But that is the way it happened, unless we can get it changed in conference.

I wanted to come back to the money issue simply to say, in your program, Dr. Harris, how is that funded at the present time?

Ms. HARRIS. It was funded this time by private industry, many times, namely your cousin. We cannot keep going to our industry in York, and our businesses in York City and York County are very good to us. But there is not a bottomless pit. We have gotten grants. We are writing for grants and trying to get grants. But we have pared the program's finances to the point where if we keep paring those things, it will no longer be viable.

Now, we don't want foolish things. We need the money for two teachers and an aide. We want a van. We transport our children to work, and contrary to popular belief, many of our children's parents do not drive. We need to get them to work.

We have called on our churches. Most of our churches in this city have church vans. They have been very lenient. But we can't keep using their vans sometimes when they want to take their senior citizens away or something like that.

So we need money for a van of our own to transport our children to work, the money for two teachers and an aide each time that we bring in 50 new children because, as you know, our educational funds are being cut, so we have to juggle and reallocate those types of things. We need money for a coordinator of this program because our teachers now act as teachers and coordinators of the program.

They come in at 6 o'clock in the morning and often they don't leave until 7 p.m. or 6:30 p.m. This is not a fluke. This is many times.

One evening, I was visiting Mrs. Zarfoss, and it was about a quarter after five, and by then, my look was all gone. My high heels were off and hers were. I said, "Come on, let's go home. I am tired." She said, "No." I said, "Let's go, I'm tired. Walk me down the hall and we are going."

But they have to also act as the coordinators and running around the community and getting things together. They don't mind, but they should be on the idea of increasing and strengthening the program for the students so that it will be more viable each year and as the new people come on.

So that is what we need. We have gone into the pockets of our businesses in our communities and our industry. But we are not going to always be able to do that. We have gone begging.

Mr. GOODLING. Just in closing, you did meet one of the teachers. I have been talking about my cousin all the time, but Mr.

Hofsteder was one of those who dreamed with my cousin. I do not want to not mention the major role he has played.

Then the young lady out there in the peach, I guess she doesn't mind my saying this, she came down to testify before our committee one time because one of the small programs that we have, a very small program, it is probably one of the most rewarding programs, which is the Displaced Homemakers Program. She was a participant in that program and is now working with York City in writing these kinds of programs and helping with that. So it is a real pleasure to have her back, also.

Thank you.

Chairman KILDEE. Thank you, Bill. I would like to ask another question of Mr. Donohue. When does a student in Genesee County realize that there is a possibility of a 13th year at Mott Community College and how do the numerous school districts in Genesee County participate and cooperate in that?

Mr. DONOHUE. At the present time, they probably don't, because the system has not been put in place. It has been proposed now by the Mott Community College President, Allen Arnold, and it is to be put in place in this coming year.

As the program would work, though, Mott Community College would do in-service training for all of the educators, particularly administrators and counselors, and then it would be up to the counselors, as I understand the program, it would be up to the counselors, particularly, to develop a 13th-year plan for each and every student graduating from all of the high schools of Genesee County.

Chairman KILDEE. So Mott would reach out into the various school districts and give the in-service training to the administrators and perhaps the counselors, too, in that program?

Mr. DONOHUE. That is right. As you know, Mott has an open enrollment policy. So, in effect, this is a very good recruitment tool for Mott Community College. But maybe it makes Mott Community College be what it ought to be, and that is for the kids who at the present time might not want to go on to a four-year college. It presents them with another alternative.

Mr. AUSTIN. If I might add, Mr. Chairman, the program, as we develop it, will include a piece that has been missing and that is follow-up after high school. We don't know what happens. We don't have good data about what happens to kids when they leave high school. Do they become a brain surgeon? Do they stay in college if they are enrolled or are they successfully at work?

As you know, we don't have that information in our society. We can only suspect at the scope of the failure of our school to work the transition system. We don't really know how bad it is. We have some data and anecdotes, but what we are going to do locally is follow up in that 13th year and keep working on a plan to help that young person do something to take that next step, whatever it might be.

Chairman KILDEE. One further question, John. When you first started working with the business community, did you experience some reluctance or some resistance to working with the various school districts? If you did, how did you help bring the two together?

Mr. AUSTIN. I may let Bill take a shot at this one, too, because he has been instrumental in making those direct ties. Generally, business feels, there is a schizophrenia, as I view it. They complain and want to see change, but have not either been offered nor they themselves initiated the structured, integrated ways that that change can happen.

So they are frustrated by the engagements to date which tend to be, in my view, early on, too education centric and education driven, meaning business, give us some money, business, adopt us, business, develop a partnership with us. But we set the ground rules of what the kids will learn and we will tell you, business, what help you can give us.

That doesn't work. It is not a true back and forth. What we are trying to offer our local businesses is, we will help you manage that back and forth so that you are making real commitments and committing to an integrated set of support services and activities with kids, teachers, and schools.

We are going to make sure that the schools are willing and do make real structural and content changes and we are not going to marry you with schools that don't want to do that.

Mr. DONOHUE. I have had a harder time with my own membership of the Focus Council than I have had with educators. I think, in many instances, educators were more willing to change, but they ask that the business community define what they want. What do you want from our students? What do you need?

We have a long way to go with the business community as we do perhaps with the parental community. Neither community has been incorporated into the school system and has been made to feel a part of it and made to feel obligated to participate in the system.

I think, though, the business community now is becoming—you know, we have said it over and over again in Flint, don't do us any favors here. We don't want your community service and we don't want your community service representatives. We don't want to be part of your PR programs.

What we want from you is to consider the school system a part of your personnel function.

Chairman KILDEE. Should we in the Federal level do what we can to encourage that dialogue, then, between the schools and business on a continuing basis? We talked about stakeholders in education, and business is certainly one of the stakeholders. Should we try to formalize that in some way and encourage local school districts to engage in that dialogue and take business in as an equal partner, I guess, since they are going to be receiving the products of the education system?

Mr. DONOHUE. I suggest that the practical way to do it is through the competitive system that the Department of Education runs. I believe if Congress mandates that as a principle of the grant program, then you will see school districts respond and incorporate businesses into the school-to-work systems and become a part of them.

But yes, absolutely, the more you do it, the more insistent you are, the more you will see business people respond very positively and school systems too.

Chairman KILDEE. Does anyone else have any observations? Dr. Harris.

Ms. HARRIS. One thing you might want to look into, if you would for the short term, there are Carl Perkins moneys out there. Release some of those so they can be used earlier on. In our program, we do not use Carl Perkins moneys in the sixth grade. It is for the high school. If you could release some of those moneys so we can use them for some of our programs, not just our district, but across the board.

Chairman KILDEE. I certainly appreciate the testimony today. It has been very good. Tom Kelley from our staff, perhaps some of you have already had contact with him, has been putting together much of this. Andy, from your staff, I am sure will be willing to meet with you again as we put legislation together.

Mr. GOODLING. Andy is the authority.

Chairman KILDEE. We want to put something together in the Elementary, Secondary, and Vocational Education Act. The administration probably will send down to us a school-to-work transition. How we will merge that into a education bill, that part, we are not sure yet. But I am convinced we will have in ESEA a strong school-to-work transition section.

The administration itself has not yet sent down the ESEA program. But we are waiting for that, plus the school-to-work transition. What you have told us represents what is going on in education, what is going on in business and how you brought the two together so business, which does receive the products of the school system, really can get the input to make sure that their needs are met.

Some say we should not be tracking students. We are already tracking students. Unfortunately, we are tracking some into college and some into minimum wage jobs or no jobs.

Some people leave school, get a high school diploma and they have been tracked really into a minimum wage job, if they are fortunate in some places, or no job at all. So if we can put them on productive tracks where they can add to themselves and be successful and add to the success of our society, then we can compete better in the global economy and the individuals and society will be enriched also.

This has been a great panel representing what is the best in business and what is best in education. We have wanted to pull it together. You have already done a lot of that yourself. The Federal Government can encourage that. We need your input to do that.

We will keep the record open for two additional weeks for additional submissions.Chairman KILDEE. And with that, we will stand adjourned.

[Whereupon, at 12:40 p.m., the subcommittee was adjourned.]

[Additional material submitted for the record follows:]

STATEMENT OF SUSAN GORIN, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS, SILVER SPRING, MD

Thank you for this opportunity to submit testimony regarding school-to-work transition on behalf of the National Association of School Psychologists (NASP). NASP represents over 16,000 school psychologists and allied professionals. Our mission is to advocate for the education and mental health needs of children and youth. Collectively, NASP members provide services to millions of schoolchildren in a variety of educational settings.

It is critical that students are adequately prepared to enter the work force. The skills necessary for success in making the transition from school to work, however, do not begin and end with academic or career-specific skills. Communicating clearly and appropriately, initiating and maintaining positive relationships, and learning to work well with others are essential for students entering the work force. These skills must be nurtured and reinforced throughout a child's educational development.

The integration of school-based and work-based learning can assist these youth in becoming responsible and employable adults ready for lifelong learning when this model includes support for dealing with the necessary social and behavioral skills that enable youth to be trained and educated. We can no longer afford to allow 20 percent of our youth to remain "untrainable" and unemployed in a technical, competitive world market and continue to survive as a democracy (SRI, 1992). The ability to manage resources, to work well with others, to maintain good work habits, to acquire and use information and to understand and master systems are accomplishments that help to ensure success, increase attentiveness and decrease absenteeism in the workplace.

Any national policy that is designed to ease the transition from school to work must include training in the knowledge, attitudes, and behavioral skills needed to make positive choices to, and adjustments in, the world of work. In fact, the same social and interpersonal skills that are necessary for success in the workplace are necessary for success in education.

In order to ameliorate some of the problems associated with the current status of youth moving from school to work, NASP recommends that there be an Office of Pupil Services established within the U.S. Department of Education. An Office of Pupil Services would provide the technical assistance needed to help States implement such programs and facilitate the coordination of all Federal efforts for pupil services delivery in elementary and secondary education. In addition, the Office would gather and disseminate research, materials, and models effective in the delivery of pupil services, including successful school-to-work transition programs. Presently, there is no office within the Department of Education to provide the necessary technical assistance to school systems that help them best utilize the pupil services knowledge available to strengthen the outcomes of dropout prevention, bilingual education, violence and drug abuse prevention, special education, and other programs. There is no office within the Department to help coordinate and collaborate these services with other health, mental health, and social services funded and monitored by Federal agencies. The establishment of an Office of Pupil Services makes economic sense in that it would reduce the duplication of services and increase efficiency. The Office would work closely with Offices of Elementary and Secondary Education, Special Education and Rehabilitative Services as well as Adult Education, Educational Research and Instruction, and Civil Rights. It is recommended that this office be placed within the Office of Intergovernmental and Interagency Affairs within the office of the Undersecretary.

One of the most serious blocks to successful learning, job preparation and school-to-work transition is what might generically be called the "attitude" of the learner. There is substantial evidence that most youth who are unsuccessful in school are equally unsuccessful in the workplace and within the community. They frequently have problems with motivation and sustained effort. Others have problems with behavior, rules, attention, group cooperation, dealing with authority and demonstrating effective problem solving skills. Some are not properly matched with the training-instructional environment and lose interest, hope, and esteem.

School psychologists work with non-disabled children and their disabled peers. Children with disabilities must not be overlooked when policies are developed to ease the transition from school to work. The reality is that a very significant percentage of the disabled are presently unemployed (36 percent), underemployed (15–30 percent), and ill-prepared to be employed (SRI, 1992). The National Longitudinal Transition Study of Special Education Students shows that training (vocational education) and graduating with a diploma are significant factors in employment after

high school for this population. The availability of transition services also appears to be an important factor.

The most serious loss of potential among youth with disabilities is found within the category of youth with emotional disturbances. The SRI report stated that their job experiences were characterized by greater instablity than those of other youth with disabilities. Furthermore, the arrest rate among this group was 57.6 percent within five years of leaving school! The combined cost of this disability group for the community is astounding. Some field-supported demonstrations suggest that school psychological services and related training in social and cooperative work skills result in reduced failures among this group.

NASP is prepared to assist in any school-to-work transition initiatives. We can provide access to research, literature, information, nationally recognized specialists in education reform, and practitioners with hands-on experience in successful school-to-work programs. School psychologists are specially trained mental health professionals who work with pre-schoolers, children, adolescents, teachers, families, and other pupil services personnel. They work with all school employees to help make education a positive and rewarding experience, and to improve students' academic and social achievements. School psychologists' preparation in mental health, child development, learning, motivation, and evaluation make them acknowledged experts in the area of school reform. The fact that their assessments and intervention strategies (designed to improve conditions for children and families) are based upon scientific research make school psychologists unique among school-based mental health providers.

NASP believes that all children can learn. Clearly, students need well-balanced preparation in order to be successful in the world of work. Training in academic and career-specific skills, as well as the encouragement and facilitation of positive latitudes, appropriate behaviors and social competencies will help youth to work cooperatively and become literate, motivated workers and responsible citizens.

References

SRI International (1992). *Longitudinal transition study of special education students.* Office of Special Education Programs, U.S. Department of Education. Report No. 300–87–0054.

STATEMENT OF HON. JOHN W. OLVER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MASSACHUSETTS

Introduction

Most Federal programs and funds that have an impact on K–12 education are authorized by the Elementary and Secondary Education Act. Thus, this reauthorization provides a forum to address virtually all aspects of our K–12 education system. Over the past year I have had extensive interaction with my constituents on the topic of elementary and secondary education, through a district-wide survey and a series of education town meetings. I have heard a wide range of views on the topic, but over and over again I have heard from my constituents a deeply troubled assessment of the state of education. I want to take this opportunity to add what I have learned to the debate on education and the ESEA.

Education Survey

Last year I sent out an education survey to every household in my district, and received 4,351 responses. Two thirds said that schools in their community are worse than they were 10 years ago, and 67 percent believe that fundamental changes are needed. Three quarters want the Federal Government to increase spending on education. We also asked people to rank the National Education Goals. The top three goals chosen were for every adult American to be literate, for schools to be free of drugs and violence, and for students to demonstrate overall competency in core subjects.

Education Town Meetings

This year I held a series of 16 Town Meetings, which were attended by over 500 people. I asked participants to choose which three Education Goals were most important to them. Overall, people picked the same three as in the questionnaire, although in a slightly different order: freedom from drugs and violence, literacy, and overall competency.

Four themes emerged from the Town Meeting discussions, which I discuss below:

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Social Breakdown

My constituents see problems in schools as reflections of the problems in our society as a whole. High levels of violence, drug abuse, and poverty were seen as the roots of school problems. Teachers complained of children whose home environments are seriously deficient. Some children come to school hungry, lonely, dirty, and entirely unprepared to learn. Other participants feared that increasingly complicated family arrangements, including single parent families, may take their toll. Kids are also trying to hold down jobs while they attend school, which can distract them from school. Finally, many participants feared that children are exposed to negative role models. Figures highlighted in the media, and for inner city kids, wealthy local drug dealers, hardly set an example children should follow.

Schools are both unfairly blamed for the problems created by a dysfunctional society and expected to fix them. Regardless of the turbulence and dysfunction in our society, schools are expected to produce well educated, well mannered students.

Schools and teachers are attempting to take reesponsibility for their students' education and behavior, with a variety of results. Some of my constituents feel schools are not doing enough to counteract social pressures on students. Others feel that schools are overstepping their bounds by even attempting to address these problems. Some participants at my town meetings said that by attempting to fulfill too many needs, schools are losing their academic focus.

Teachers at my forums said they are being asked to be social worker, psychologist, and health care worker as well as instructor. Some assert that they should not be asked to play those roles. However, some teachers simply feel that they aren't given the education, resources, or time to play those roles. Many participants in the forums felt that schools *must* provide integrated social, economic, health and education services. For many children, the only road to academic excellence includes access to these other important services.

The most troubling example of societal breakdown is the pervasive fear of violence and drugs in schools across my district. I was saddened but not surprised to hear teachers, parents and others voice concern over the violence and easy access to drugs in inner cities in my district. But I also heard these same fears in small rural communities as well. In some cases, local schools are taking matters in hand by testing innovative approaches. For example, one school is offering in-service training for teachers in conflict resolution, as well as special workshops for kids on violence prevention, tolerance, and trust. Students are taught to go to staff members for help in resolving problems, and parents are also brought into the program.

My constituents offered several other solutions to the problems of violence and drugs. People suggested making schools smaller, so that they could be more tightly knit social units, and provide more individual attention. People also urged funding to go directly to small, local units, such as schools or individual programs. Other participants stressed the importance of role models, including parents as models of lifelong learners.

The involvement of both parents and the community was seen as crucial, so that young people are assured an environment which backs up what the schools teach. Families are changing, and students sometimes receive inadequate attention and support at home. Schools must adapt to these changes and provide ways for families to participate in and support their children's education. Several participants at my meetings suggested that schools might offer courses in parenting and literacy. This would educate parents, encourage parents to reinforce what their children learned in school and draw them into their children's schools.

The ESEA addresses the issue of drug abuse through the Drug Free Schools and Communities Act. The ESEA's Even Start Family Literacy Program helps prepare children and their families to overcome adversity and succeed in school. I strongly support both these sections of the bill.

Additionally, the Safe Schools Act would help achieve National Education Goal number six, to make every school in America free of drugs and violence. The bill authorizes grants to local education agencies, and directs the Department of Education to conduct research, collect data and provide technical assistance to grant recipients. The Link Up for Learning Act would address educational barriers outside the classroom, by linking schools with social services agencies. This would enable schools and communities to offer "one-stop shopping" for children who are victims of poverty, neglect or abuse, poor health care, inadequate nutrition, or drug abuse. I am a cosponsor of both these bills, and I hope that the solutions they offer can be incorporated into the ESEA during the reauthorizarion process.

However, in order to address the root causes of these problems in our schools, we will have to address the issues of racism, the lack of job opportunities, and the imbalanced distribution of funding among schools. A mechanism must be found to correct the disparities in funding between schools and school districts. And we must

find ways to provide disadvantaged young people with both the opportunity to learn, and the chance for a good future. These are tough problems, but we must recognize that these larger issues are the ones we must tackle if we are to improve our schools in the long run.

Local Control Over Funds

Another concern my constituents raised was that schools and teachers are not given the authority to use Federal funds where they are needed most. Participants said Federal money is difficult to use because it is too narrowly targeted and comes with strict restraints. Many of my constituents resent these strict regulations because local schools and techers are best equipped to discern and address local problems. Federal funds must continue to be tartgeted toward disadvantaged and poor children but we must also ensure that those funds are flexible. Schools can use Federal money most effectively if they have some freedom to combine programs and tailor them to local needs. I encourage the committee to allow local educational agencies more flexibility in their use of Federal funding.

Teacher Education

Teacher training was often raised at my town meetings. Teachers were widely viewed as capable professionals, and the strongest assets of their schools. Participants suggested that teachers should be valued, respected, and trusted with broad authority to determine what, and how, children should learn. Some people suggested that we must be sure to pay public school teachers well, so that they remain in the public school system. Because teachers are the most crucial element of our Nation's school systems, we must provide teachers with the resources they need.

One of the most important resources is access to teacher education. Although the Higher Education Act includes most of the Federal funding for the education of prospective teachers, the ESEA provides for teacher education in several areas. The Bilingual Education Act provides training to improve the quality of instruction, and the Drug Free Schools and Communities Act also has a school personnel training component. I support these teacher training provisions.

As you know, teacher training is one of the main components of the Dwight D. Eisenhower Mathematics and Science Education Act. It is particularly important to provide women and minorities with the opportunity to excel in these subjects, and encourage them to enter the fields of math and science as teachers. Although there are programs which encourage women and minorities to enter these fields at the college level, I feel that interest in math and science must be encouraged at an earlier age. At a young age, many students lose all interest and faith in their ability to excel in math and science. The Dwight D. Eisenhower title should be used to encourage women and minority students, alert teachers to their special needs, and using teachers as role models.

School-to-Work Transition

Finally, the need for an improved school-to-work transition was raised repeatedly at the education meetings. Concerned parents at many of the meetings wanted to know what school is preparing their kids for. Young people who choose not to go to college struggle as they attempt to enter the labor market, and even students who go on to college are by no means assured of a job.

Many said that creative, critical thinking and cooperation are the most important work skills of today. These skills should be taught, along with a firm academic foundation. Others suggested that participation of business and industry in education is vital to the school-to-work transition. Participants in my forums asserted that if industry does not explain what it needs from future employees, it cannot expect our educational system to fulfill those needs. Businesses are in a unique position to create incentives for students to do well in school, and to raise young people's interest in their studies. Practical application of academics encourages many kids to learn, and knowing that their performance in high school might affect their future employment would be an immense incentive. I believe that we must encourage businesses to recognize their stake in education, and become more involved in the process.

One way to achieve this is through apprenticeship programs, which create a partnership between educators and businesses. Apprenticeships are an ideal vehicle to prepare kids for the workplace while teaching them practical and academic skills. These programs have the advantage of sparking young people's interest, and showing them how their education can improve their lives.

I realize that the ESEA is not the main vehicle for job preparation, apprenticeship or vocational education programs. Traditionally this type of education has been kept separate from standard elementary and secondary education, both in legislation and in the schools. Often this has resulted in damaging stereotypes of vocational edu-

cation. Students are shunted into separate tracks, some heading for the labor market, and some concentrating on academic skills.

In order to be effective, school-to-work education cannot remain isolated from traditional elementary and secondary education as addressed in the ESEA. Academics and school-to-work education must work hand in hand, as part of an integrated and complete educational program. I would like to see apprenticeship programs for disadvantaged students, or those at risk of dropping out, included in ESEA.

I appreciate this opportunity to share some of my constituents' and my own concerns about education. I hope that the issues I have raised can be addressed during the reauthorization process.

Excerpts from Congressman John Olver's 1992 Education Questionnaire

Total Number of Participants: 4,351

Do you think that the quality of education in your community is better, worse, or about the same as it was 10 years ago?

Better: 281, 6.5 percent
About the same: 897, 20.6 percent
Worse: 2,871, 66 percent
Other: 302, 6.9 percent

Do you think that American education needs fundamental changes, modest reforms, or no changes?

Fundamental Change: 2,915, 67 percent
Modest Reforms: 1,148, 26.4 percent
No Changes: 63, 1.4 percent
Other: 226, 5.2 percent

Do you think the Federal Government spends too much, too little, or the right amount on education.

Too much: 340, 7.8 percent
Right amount: 474, 10.9 percent
Too little: 3,341, 76.8 percent
Other: 196, 4.5 percent

Ranking the Education Goals:

1. Every adult American should be literate (1,355)
2. All schools should be free of drugs and violence (1,178)
3. Students leaving grades four, eight and twelve should have demonstrated competency in English, math, science, history and geography (859)
4. Children should arrive at school ready and able to learn (825)
5. American students should be first in the world in math and science achievement (316)
6. High school graduation rates should be at least 90 percent (206)

STATEMENT OF THE NATIONAL COALITION FOR ADVANCED MANUFACTURING, WASHINGTON, DC

The National Coalition for Advanced Manufacturing (NACFAM) supports the bipartisan effort to include school-to-work transition programs in the rewriting of the Elementary and Secondary Education Act. NACFAM is an industry-led, bipartisan, and nonprofit organization dedicated to improving the Nation's economic competitiveness. NACFAM believes that workforce skills development is a critical component of the Nation's competitiveness strategy.

NACFAM proposes the following *italicized* changes and additions to language in the Elementary and Secondary Education Act:

Part VIII—Additional Programs to Improve Elementary and Secondary Instruction

Education for Economic Security Act

STATEMENT OF PURPOSE

SEC. 2. It is the purpose of this Act *to establish global economic competitiveness and quality technical education as the drivers of programs* to improve the quality of mathematics, science, and *technical education* and teaching in the United States.

Title III—Partnerships in Education for Mathematics, Science, and Engineering

STATEMENT OF PURPOSE

SEC. 302. It is the purpose of this part to supplement State and local resources to—

(1) establish *flexible, locally developed* partnerships between the business community, institutions of higher education, and elementary and secondary schools to improve *technical education and training programs, and school-to-work transition opportunities;*

(2) improve the quality of instruction in the fields of mathematics, science, engineering, *interactive and computer-based* education in the State;

(3) furnish additional resources and support for research, student scholarships, and faculty exchange programs in the fields of mathematics, science, engineering, and *interactive and computer-based education.*

ELIGIBLE PROGRAMS

SEC. 324 (a) . . .

(D) encourage direct and strong industry involvement with schools in developing education and training programs for both students and the existing workforce. Programs should be relevant to industry needs to remain competitive and improve product quality. Such involvement would be fostered through a Technical Education Partnership (to be referred to as the TEP plan). Under the TEP plan:

(i) A consortium of at least one high school and/or two-year community or technical college, a company or group of companies, and a union or non-union worker organization would develop a program designed to meet the workforce technical education and training needs of a given locality;

(ii) This consortium would submit a program proposal Federal funding support;

(iii) A Federal interagency group, consisting of the Departments of Commerce, Education, and Labor would review the proposal;

(iv) An approved proposal would receive Federal funds that match the industry contribution to the consortium;

(v) The Federal match would be administered by the school.

(2) EXAMPLES OF TEP PLANS. (A)As it is not the intention to impose Federal mandates on TEP plans, States and localities will have the flexibility to develop partnerships to meet specific education and training needs. Examples of TEP plans that would be considered for Federal matching funds include the following:

(i) School-to-work transition programs, e.g., "Tech Prep," cooperative education, or programs that integrate school- and work-based learning;

(ii) Programs in which business leaders, workers, teachers, and guidance counselors serve as student mentors;

(iii) Distance learning or worksite training courses for students and teachers;

(iv) Curriculum development to increase the relevance of courses to industry needs, including comprehensive classes integrating technical skills, relevant academic skills, and employability skills;

(v) Reinforced basic science, math, or technology courses using applied learning methods for students preparing for technical careers;

(vi) Summer sabbaticals with firms and other in-plant training for teachers to ensure that they have opportunities to stay abreast of industrial technologies;

(vii) "Experts in the Classroom," executives-on-loan, visiting lecturers, and other programs to encourage industry experts to bring their technical knowledge directly to the schools;

(viii) Equipment acquisition programs to increase the availability of current hardware and software in the schools, including equipment to integrate schools into the National Information Infrastructure (Companies could donate equipment to schools or lease it at below-market value);

(ix) Programs to strengthen the role of vocational-technical student organizations.

STATEMENT OF ERIK BEYER, PRESIDENT, NATIONAL ASSOCIATION OF STATE COUNCILS ON VOCATIONAL EDUCATION, WASHINGTON, DC

Mr. Chairman and members of the committee, I am Erik Beyer, President of the National Association of State Councils on Vocational Education (NASCOVE). With me today is Cecil Underwood, former Governor of West Virginia and Vice President of the National Association of State Councils on Vocational Education. As President of NASCOVE, I am here today to express our strong support for the School-to-Work Opportunities initiatives. As a businessman, I know I speak for my colleagues on State Councils across the Nation when I say we have waited years for a national education initiative which truly reflects the needs of employers and students.

Ever since I served in the Senate of the State of Nevada, I have felt it unfortunate that congressional hearings often are so limited in terms of access that legislation

which holds great potential to serve our needs in the States is allowed to miss the mark. I strongly believe that the 20 years of evaluation and advice on the delivery of vocational education, which is represented in the reports and membership of the State Councils on Vocational Education (SCOVE), could benefit the committee and their staff in deliberation on bills like the School-to-Work Opportunities Act.

The School-to-Work Opportunities Act holds great promise for both employers and the present and future generations of students. The Act reflects the very best of program components from vocational and technical education past and current, and links these components to a new understanding of the true purpose of a "Public" education system, the preparation of all citizens to contribute to society.

SCOVE's have been an integral part of the evaluation and oversight of vocational education since 1968. A review of State Council reports clearly indicates that as early as 1970 there was a strong concern for career guidance, program articulation, student placement, expansion of work experience opportunities, evaluation and tracking of program completers, all components of the School-to-Work Opportunities Act.

Our collective years of experience tell us that four issues must be addressed in amendments:

1. The role of the State and local boards of education must be strengthened in this bill if you expect long-term commitment to the reform objectives.

   The infrastructure of educational management must be motivated to make systemwide change before Federal programs underwriting planning and program establishment will work long term. If State and local management of the educational system is not involved and empowered through Federal legislation, there will be little continuing comprehensive change. The result will be that in many districts commitment to reform will not outlast the Federal funds.

2. Third-party oversight, involving representatives of the private and public sectors, must be a viable part of the school-to-work initiative at the State and local levels. Partnerships among businesses, labor organizations, service organizations, schools and students must become a cohesive force directed toward achieving a common goal: gainful employment and educational advancement for the student. The third-party evaluation function must remain objective. As a result of their role in the dispensation of funds, Private Industry Council members, after a short period of time, became a structural part of the JTPA community, and their evaluation prospective and oversight became biased. The same becomes true of contractors and on-the-job training providers because they receive the funds dispensed by their colleagues.

3. Vocational student organizations have become an integral part of a comprehensive employment education program. Leadership, and plain good citizenship, as developed through vocational student organizations, is critical to the 21st century workplace. Cooperative skills, teamwork, and all of the other personal skills like reliability, motivation, occupational communication and many others are the foundation of student organizations. If school-to-work and school-to-work transition is to be successful, vocational student organizations must have a prominent place in the language of the bill.

4. Without the means of continuing their education, adults will, in fact, find themselves without the occupational and technical skills necessary to compete either in professional or technical jobs of the future. The recent introduction of H.R. 2493 *National Workforce Preparation and Development Reform Act* addresses our concern of services to the adult populations assuming that the School-to-Work Opportunities Act and the National Workforce Preparation and Development Reform Act are companion legislation.

Remember, as it now stands, this Act establishes school-to-work financially as a year-to-year "project." The issue is not the value of the program, but the ability of State and local educational resources to pick up the responsibilities when Federal funds are no longer available. As a past State legislator serving on the Senate Finance Committee and being involved with the National Conference of State Legislators, I was always concerned when a Federal project-oriented program came into our State, and we were expected to pick it up when Federal funds ran out. The success or failure of this legislation in reforming the way young people are brought into the labor force is heavily dependent upon the ability of Congress to include all State and local players. At some later point in time it may become necessary to consider a percentage set-aside in each of the education and training Acts to assure that the national concern for school-to-work reform is institutionalized.

We greatly appreciate your time and interest today. We are submitting line-by-line amendments of the School-to-Work Opportunities Act for your consideration which would accommodate the concerns we have expressed. Thank you for the opportunity to be here today.

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